REPORT RESUMES

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TEACHER ASSISTANT TRAINING PROGRAM, DESCRIPTION OF PROGRAM
AND RESULTS AND CURRICULUM GUIDE. FINAL REPORT.
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THE TEACHER ASSISTANT TRAINING PROGRAM WAS A JOINT EFFORT BY CASE WESTERN RESERVE UNIVERSITY, CUYAHOGA COUNTY WELFARE DEPARTMENT, AND THE CLEVELAND BOARD OF EDUCATION TO TRAIN 80 WELFARE CLIENTS, IN A FIVE MONTH PROGRAM, AS ELEMENTARY SCHOOL TEACHER AIDES IN THE CLEVELAND SCHOOL SYSTEM, TO ENABLE THEM TO BECOME SELF SUPPORTING, AND TO DEVELOP AND TEST A TRAINING CURRICULUM. THE PROGRAM CONSISTED OF 17 HOURS A WEEK OF FIELD WORK IN A CLASSROOM AND 10-12 HOURS A WEEK IN SMALL GROUP INSTRUCTION AT THE UNIVERSITY. TRAINEES WERE DIVIDED INTO EIGHT GROUPS, EACH SUPERVISED BY A CORE LEADER, TO INTEGRATE FIELD AND CLASSROOM LEARNING AND TO BUILD MORALE AND SELF CONFIDENCE. THERE WAS AN ORIENTATION PROGRAM FOR FIELD PLACEMENT TEACHERS AND CORE LEADERS. CLASSROOM TEACHERS AND CORE LEADERS EVALUATED THE TRAINEES. IT WAS RECOMMENDED THAT THE PROGRAM BE INCREASED TO NINE MONTHS AND THAT SPECIAL EMPHASIS BE PLACED ON HEALTH, CHILD CARE, AND COUNSELING SERVICES. (SUGGESTED ACTIVITIES FOR CLASSROOM AIDES, VISION TESTS AND EYE EXERCISES, AND THE FIELD PLACEMENT RATING SCALE ARE GIVEN. THE CURRICULUM FOR ART, CLERICAL SKILLS, CHILD DEVELOPMENT, LANGUAGE ARTS, SOCIAL STUDIES, SCIENCE, AND MATHEMATICS IS OUTLINED. APPENDIXES INCLUDE RECOMMENDED MOVIES, CLASSROOM TASKS, GUIDELINES FOR OBSERVATION, ROLE RELATIONSHIPS, AND LIP AND TONGUE EXERCISES. DOCUMENT INCLUDES SEVEN TABLES.) (AJ)

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CASE WESTERN RESERVE UNIVERSITY

CLEVELAND COLLEGE

TEACHER ASSISTANT TRAINING PROGRAM

FINAL REPORT

FIRST SECTION:

DESCRIPTION OF PROGRAM AND RESULTS

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Funded by the Title V Office of the Cuyahoga County
Welfare Department as an Economic Opportunity Act
Program - October, 1966 - March, 1967

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From the drafting of the project to the graduation day for seventy-one teacher assistants, this program represented the combined efforts of many persons. The trainees deserve the initial and the most prominent recognition. Their spirit and desire to achieve gave impetus to all of us.

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Consultants who gave generously of their expertise in development of curriculum included Dr. Lillian R. Hinds, Language Arts Supervisor, Euclid Public Schools and Educational Consultant for the Teacher Assistant Program; Dr. Elsie M. Nicholson, Assistant Professor of Education, WRU; Dr. Elyse Fleming, Associate Professor of Education, WRU; Mrs. Anita Rogoff, Assistant Professor of Art, WRU; Mrs. Goldie Lake, Remedial Reading Instructor, Teacher Assistant Program; Mrs. Norma Ringler, Supervisor of Students in Speech and Hearing Therapy, Ohio University, and Speech Consultant, Teacher Assistant Program; Mrs. Viola Herzberg, Core Leader and Math Instructor, Teacher Assistant Program; and Mrs. Aralander Fendley, Core Leader and Science Instructor, Teacher Assistant Program.

Other staff members whose dedicated efforts made this program possible were Core Leaders Geneva Maiden, Joy Ballard, Anelia Smith, Claudia Griffin, Geraldine Gaines, and Marjorie Wolinsky.

Edith Gaines
Melvin E. Allerhand
Miriam Grobsmith

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INTRODUCTION

This syllabus has been prepared in response to many requests. The Western Reserve University Teacher Assistant Training Program, so far as can be determined, is the most extensive training program for teacher assistants that has been conducted. The programs about which information is available have consisted for the most part of on-the-job training and in-service workshops. Content has usually centered around child development and adult-child relationships. In fact, the chief contribution of teacher assistants to the schools was seen to be that of non-teaching supervision of children, developing a one-to-one relationship with children, and furnishing a cultural bridge between middle-class teacher and low-income children.

A few training programs of six or eight weeks' length have been held. Two were six weeks' programs to train teacher aides for pre-school and kindergarten classes, one at Garland Junior College in Boston [1.] and one at Ohio University, Athens, Ohio. [2.] These two programs were similar, except that in the Ohio University program the trainees were high school students. Both offered a combination of field placement and academic work. Both included courses in child development, a survey of curriculum, and technique courses in children's music, art, science, story-telling. At Ohio University, the students learned manuscript writing for name tags, signs, etc. The Garland Junior College Program included remedial reading, tailored to the individual

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Footnotes:

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[2.] Department of Elementary Education, Ohio University, Athens, Ohio, March, 1967, _A Demonstration, Training, and Research Project for a Multiple Attack on Poverty._

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student's needs. One eight week program to train aides for the first three grades was conducted in San Juan, Puerto Rico. [3] The trainees in this program were high school graduates from low-income families. This program also combined field placement and academic classes. Courses included child development, elementary curriculum, and classroom methods. Workshops were held in the preparation of teaching materials and in clerical skills. One of the advantages of this program was the attendance of field placement teachers and trainees at weekly demonstrations of classroom music, art, physical education, dramatics, and audio-visual techniques. Trainees were given the opportunity to practice what they learned at their next field placement session. The San Juan program has a number of features similar to the Western Reserve program. The curriculum areas are much the same, except that it was possible to cover them more thoroughly in a five-month program. It is interesting to note that one of the recommendations of the eight-week San Juan program was the desirability of additional training in methods of teaching, reading and writing and in language usage.

The original emphasis in the Western Reserve University plan was on the possibility of more small group activities in a classroom, with a classroom organization adapted from the Headstart concept. When the Cleveland Public Schools agreed to co-sponsor the program, providing field placements and agreeing to hire all graduates of the program, the plans were tailored to the Cleveland Schools' job description for teacher assistants.

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[3] San Juan Regional Office, Department of Education, Puerto Rico, April 1, 1966. Design for a Project to Prepare Teacher-Aides for Working with Disadvantaged Children.

The Cleveland job description includes various clerical duties, operation of projectors, assisting with bulletin boards and charts, non-instructional supervision of children, and instruction-related activities such as supervision of seatwork and re-enforcement drills.

Art workshops and teaching of manuscript printing were added to the curriculum when it became apparent that preparation of bulletin boards, charts, flash cards, etc. would be important aspects of the job. Workshops in the operation of movie, film strip and over-head projectors were also added. Due to the emphasis of the school administration on delaying the assignment of re-enforcement activities until near the end of training, these duties comprised a minor part of the work done by most of the trainees.

The first section of this report is a description of the Western Reserve University Teacher Assistant Training Program and results. The second section is a syllabus which contains the curriculum used in the program, with changes and additions as seemed indicated by the staff's evaluation. Evaluative comments are included in the syllabus. Since this is an experimental curriculum, the reasons for sequence, subject emphasis, etc. are given. In evaluating the program, it became evident that methods of teaching and aspects such as personal counselling were as important for the success of the program as the curriculum itself. Again, because this is an experimental curriculum, it seemed warranted to describe in detail methods which proved successful. Methods which were evaluated as less successful are mentioned in that context.

The general approach followed in developing methods was that of job training for unemployed adults as developed at the Howard University Center for Youth and Community Studies [4.] and by Arthur Pearl and Frank Riessman. [5.] Most successful programs have combined field placement (on-the-job training) with academic classes. It has been found that adults who have been out of school for some time learn best in concrete situations where learning is immediately applied to the job at hand. The use of a small discussion group, or core group, as the basic unit of instruction was patterned after Howard University programs and had also been successfully used in the Western Reserve University Headstart Orientation Program.

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4. Howard University Center for Youth and Community Studies, Washington, D.C., No. 14 Training Report C.S. New Careers: Ways Out of Poverty.

5. Arthur Pearl and Frank Riessman: New Careers for the Poor, Free Press, New York 1965.

FIRST SECTION - DESCRIPTION OF PROGRAM AND RESULTS

The Teacher Assistant Training Program was a joint effort by Western Reserve University, Cuyahoga County Welfare Department, Economic Opportunity Act Programs (Title V Office), and the Cleveland Board of Education to train eighty ADC and ADCU clients in a five-month program as elementary school teacher assistants, to be employed upon successful completion of the training in the Cleveland school system. The training program was designed to serve three purposes: (1) to provide trained classroom assistants as a means of maintaining and improving quality of instruction in the face of mounting teacher shortage, (2) to provide specific job training to a group of welfare clients, thus enabling them to become self-supporting and (3) to develop and test a curriculum approach for the training of teacher assistants. The program can be roughly divided into four phases: (1) Publicity and Pre-Selection, (2) Selection, (3) Training, and (4) Counselling.

Publicity and Pre-Selection

Although no high school diploma was required, candidates were to meet the following requirements:

1. Ability to read fluently at 4th grade level for primary (1st through 3rd grades) placement; and at 7th grade level for upper elementary (4th through 6th grades) placement.
2. Legible handwriting.
3. Reasonable proficiency in arithmetic (addition, subtraction, and simple multiplication and division).
4. Understandable speech.
5. Personal qualities to include good motivation, reliability, attitude toward children, pleasant personality.

In order to publicize the program in the community, a list of organizations was compiled comprising neighborhood opportunity centers, church groups, metropolitan housing units, etc. Western Reserve University staff telephoned personally each of these groups notifying them of the program and its general outlines and qualifications. Then Title V office prepared and mailed information to all the organizations, plus individual letters to Title V clients deemed appropriate for the training, and to ADC lists. Interested people were invited to attend one of four meetings at the Title V office. Over 200 women appeared at these meetings. Each group of women was addressed by Title V and WRU staff and given detailed information about the program. Those interested were asked to write a paragraph about themselves (to aid in evaluating handwriting and English usage), and to complete eight problems in arithmetic. They were then screened by WRU staff in individual interviews where reading ability was tested by use of Durrell Oral Paragraphs and the Wide Range Vocabulary Test. Results for those applicants who were accepted appear in TABLE I.

TABLE I
INITIAL SCREENING TESTS
DURRELL ORAL READING PARAGRAPHS AND
WIDE RANGE VOCABULARY
(FOR APPLICANTS WHO WERE ACCEPTED)

GRADE PLACEMENT	DURELL	WIDE RANGE
3rd	*	-
4th	3	-
5th	10	-
6th	21	1
7th	30	3
8th	*	4
9th	*	13
10th	*	10
11th	*	4
12th	*	7
13th +	*	1
	64	43

* Tested only through 7th grade

The general attitude of the applicants was one of eagerness and keen interest. Upon being advised of the salary level of the Teacher Assistant, and of the possibility that such a salary could mean financial difficulties for a head of a family, the widespread response was a strong willingness regardless, that they would manage. Almost uniformly the applicants expressed the desire to become self-sufficient and independent.

More detailed explanation of financial aspects of teacher assistant salaries would have been helpful. Although each applicant was informed of the take-home pay in general terms, the eagerness to become trained and self-sufficient over-shadowed the apparent financial difficulties for a head of the household. When the actual figures were presented later in the training, most of the women were upset and discouraged to learn that their take-home pay would in many cases be less than their welfare benefits and would not cover child care costs. Low-cost day care nurseries would help solve this problem if they existed in sufficient number in the community. Although the take-home pay reflected no increase over welfare benefits and there would be no financial reward despite rigorous daily schedules, no one withdrew from the program. This was another indication of the women's ambition and determination to break out of the role of the passive receiver of support.

In screening candidates, greater consideration should have been given to medical problems. People in poor health, although certified as acceptable by a physician, found the training a hardship. Perhaps a more exhaustive examination would have revealed whether such problems as diabetes, a history of emotional disorder, hypertension, etc., would become handicaps for mothers of small children during a strenuous training schedule. Detailed knowledge of family relationships would have helped to ascertain those instances where a mother's presence in the home should have taken priority.

Selection

Of the 170 applications, 158 women were interviewed. Following is the disposition:

80 were accepted

26 were acceptable but not selected

16 were acceptable but disqualified because of number and ages of children

11 were disqualified because of miscellaneous factors such as health, age, preference for other training, etc.

25 were disqualified because of low reading skill.

Tables II and III give data on age and grade of school completed for the eighty women who were accepted.

TABLE II

AGE OF 80 WOMEN ENROLLED IN TEACHER ASSISTANT TRAINING PROGRAM

AGE	
- 19	1
20 - 24	7
25 - 29	23
30 - 34	22
35 - 39	15
40 - 44	9
45 - 49	1
50 - 54	2

TABLE III

GRADE OF SCHOOL COMPLETED BY 80 WOMEN ENROLLED IN TEACHER ASSISTANT TRAINING PROGRAM

GRADE	
7	2
8	5
9	14
10	16
11	11
12	28
12+	4

After selection, the eighty candidates were screened by the Title V office for medical and personal problems; interviews were held by Title V staff to determine child care needs, to establish necessary welfare procedures (including the transfer of non-Title V people to that office--there were forty-six such people), and a special $40 clothing allowance was made to each selectee.

Training

Training began at WRU October 17, 1966 with a week of orientation and basic tests to determine the level of functional skills. Visual and auditory examinations were given to determine physical deterrents to reading ability, and subsequently necessary medical treatment was provided.

A comprehensive vision examination should have been included in the initial medical diagnosis, with provision for immediate corrective measures, whether glasses or exercises.[1.] The results of vision tests given after the program was underway showed that the overwhelming majority had functional defects in vision. Specific results are shown in Table IV, B. While many of the trainees followed through on vision examinations and glasses prescriptions, it was nearly the end of the training program before the needed corrections were made.

The California Reading Test was given after two weeks of training. The Primary, Upper Elementary or Junior High level was given, depending on the trainee's performance in the initial screening tests. Results on the California Reading Test are shown in Table IV.

1. For eye exercises recommended by Dr. Lillian Hinds, reading consultant, and Dr. Joseph A. Miller, optometrist. See Appendix, page ii and iii.

TABLE IV

TEST BATTERY AFTER ENTERING COURSE

A. CALIFORNIA READING TEST

Grade Placement Score	Vocabulary	Comprehension	Total
3rd	4	2	2
4th	11	12	13
5th	1	3	2
6th	5	9	8
7th	23	20	20
8th	8	9	8
9th	2	8	5
10th	5	1	6
11th	4	-	-
12th	1	-	-
	64	64	64

B. VISUAL EXAMINATIONS

	Cheiroscope	Phoria	Fusion
Passed	3	20	28
Failed	64	47	39
	67	67	67

Passed 0 tests:	30
Passed 1 of 3 tests	23
Passed 2 of 3 tests	14
Passed all 3 tests	0
	67

C. WEPMAN AUDITORY EXAMINATIONS

- Percent correct	
92.5 - 100	28
85.0 - 90.	19
77.5 - 82.5	12
70.0 - 75.	1
62.5 - 67.5	1
55.0 - 60.	1
	62

Field placements were made in all areas of the Cleveland public school district. Trainees were not assigned to schools in the immediate neighborhood in which they lived. Assignments were made to primary or upper elementary placements on the basis of the Durrell and Wide Range Vocabulary tests. A few trainees were over-placed in relation to reading ability. This could have been avoided by postponing the field placement until the more accurate results from the California Reading Test were available.

If the Durrell is compared with the Comprehension test of the California, taking only the 46 cases in which the California scores fall between 3.7 and 7.9, the chi square is significant at the .001 level. The great majority of the cases fall within a -1 to +1 variation in grade placement, whether the Durrell is compared to the California Comprehension or the California total score. Thus, the results point toward effective use of the Durrell to predict reading level through the 6th or 7th grade level. For persons scoring at the 7th grade level on the Durrell, some further indicator would be needed to see how much higher than that their reading level might be.

The Wide Range Achievement Vocabulary test, which was given to 48 of the applicants in the sample, helped to give an indication of higher reading levels. However, it was not nearly as accurate a predictor as the Durrell. The chi square did not show a significant relationship between grade placement score on the Wide Range and on the California total. Most of the Wide Range scores were definitely higher than the California, with the median falling in the 10.0 to 10.9 bracket. There is a little closer relationship between the Wide Range and the California vocabulary, but the Wide Range is still approximately three grades higher. If this three grade difference were anticipated, 82% of the 48 cases could have been appropriately placed on the basis of the Wide Range score. In 18% of the cases, however, the Wide Range score was 4 or 5 grades higher than the California score.

It may be noted, also, that there is little relationship between grade completed and the scores obtained on the California Reading Test. All evidence points to the desirability of postponing field placements until results of a reading test such as the California are available. This longer orientation period would also allow a more adequate appraisal of trainees' personal qualifications. Such appraisal is extremely important, since all of the near-failures in field placement were due primarily to unsuitable personal characteristics or to a poor match with a field placement teacher. Poor reading skills handicapped some trainees in their work, but did not appear to be the decisive factor in success.

The design of the training program included seventeen hours a week of field placement as an assistant in an elementary classroom, and ten to twelve hours a week in small group instruction at the University. Trainees worked at the field placements three half-days and one full day each week. They attended classes the other three half-days and one full day. In addition, they attended some special two-hour workshops on Saturdays.

The half-day sessions were intended to provide immediate discussion of the field placement each day and to avoid overly-long academic sessions. However, the split sessions proved to be a physical strain on the trainees, with the great majority mentioning this as one of the unsatisfactory aspects of the program. Both core leaders and field placement teachers stated that they would prefer alternating full days of field placement and academic work.

A major weakness in the planning for field placement was failure to build in channels of communication with the elementary school principals. In planning the curriculum and in arranging details of field placements, Western Reserve University representatives held a series of meetings with Cleveland school administrators. The Saturday workshops with field placement teachers, which are described in Section II, were the other channel of communication with the school system.

Two or three informational letters were sent to the principals. When feed-back from the teachers indicated that principals felt they did not have adequate information about the program, it was arranged to have core leaders ask to see the principal at the time of each school visit. While this was helpful, it would be advisable to plan for a meeting with the school principals before the selection of field placement teachers. This would help guarantee careful selection of teachers, with the nature of the program in mind. Also, principals frequently determine the actual application of the teacher assistant's job definition within their own buildings. In order for educational innovations to be successful, school principals must be included as full-fledged members of the experimental team.

It seems obvious that the respect of the teacher for his/her students is of paramount importance; but such respect cannot be taken for granted. This is especially true when dealing with adults who have not had previous successes in the school and job worlds. They come to a training situation with many anxieties and a great lack of self-confidence. Sometimes they act in a defensive or hostile manner. Teachers, on the other hand, have usually had very different life experiences, and have usually been successful in both school and job worlds. Even teachers whose families were poor have often left these experiences so far behind that it is difficult to recall the feelings that defeat and deprivation arouse. If the barriers in communication that often exist between persons from different racial groups are added, good teacher-student relationships are even more difficult to achieve. Consequently, selection of core leaders and their orientation are vital factors in the success of training programs for the unemployed.

Similar problems of attitude exist among supervising classroom teachers. Other problems arise for them, also. For those who have never worked with an assistant, there may be difficulty in "giving up" any part of their job to another adult in the classroom. Sharing the children's affection may be a problem to some. Many teachers have never been responsible for training and supervising another person. Therefore, it is essential to have adequate preparation in these areas before an assistant is assigned to the classroom. Small group discussion of the role of the teacher, the role of the assistant and role relationships is one of the most effective methods to use when attitudinal change is needed. Furthermore, attitudinal change occurs gradually over a period of time. The training program should allow for recurring discussions among field placement teachers in order to accomplish this.

In the Western Reserve University program, core leaders had twenty hours of orientation before their first meeting with trainees. Field placement teachers had only one two-hour session and did not meet their trainees before the first day of field placement. In both situations the orientation was evaluated as inadequate by the teachers themselves.

Field placement assignments began with a week of observation based upon guidelines presented and discussed in core meetings. Classroom tasks, as determined in Saturday workshops, were gradually undertaken by the trainee according to the curriculum, the individual teacher's plan, and trainee readiness.

The group of eighty trainees was divided into eight cores, each under the supervision of a core leader. The function of the core group was to integrate the learning experiences of the field placement with the classroom learning experiences; to shape, through group discussion, attitudes toward work, toward supervision, etc.; to build self-confidence and morale through group solidarity and close relationship with the core leader; to provide a great deal of practice in oral expression in a small, informal group. The core design also facilitated teaching tasks such as record keeping, making charts and bulletin boards, and the individual's academic skill building.

As the program progressed, each core became a close-knit unit, with members helping each other in class work, with personal problems, and so on. They often kept in touch with a core member who was ill. This closeness was an important factor in keeping morale high and in developing self-confidence. Much time was needed for discussing individual problems in field placement.

In addition to the core groups, lectures and demonstrations by experts and consultants from various educational areas were included in the instruction--plus movies and field trips to places of cultural and educational interest.

To clarify the teacher's and teacher assistant's roles, to gauge trainee progress in classroom skills, and to strengthen individual skills and curriculum where necessary, Saturday morning workshops were held with the field placement teachers and the core leaders. Midway during the training the teachers were asked to complete ratings on the field placement [1] which they had helped devise. On the basis of individual strengths and weaknesses, core leaders held conferences with each trainee, and appropriate measures were taken to assist the trainee in strengthening her skills wherever necessary.

To qualify for graduation, trainees had to receive at least an acceptable rating on the final evaluation forms by the classroom teacher and the core leader. The scale was:

1. Superior
2. Good
3. Average
4. Acceptable
5. Unsatisfactory

All of the seventy-one trainees were successful.

17% received superior ratings
62% received good ratings
21% received average ratings

1. Sample field placement rating scale - appendix, page vi

TABLE V

HOW OUR TRAINEES MET TEACHERS' STANDARDS

(Selected items from Field Placement rating at end of training)

Definition of ratings: (1) superior; (2) good; (3) average; (4) acceptable; (5) unacceptable.

	PRIMARY*			UPPER ELEMENTARY*			
Classroom Tasks	1 & 2	3	4 & 5	1 & 2	3	4 & 5	
A. Clerical							for
grading papers & records	84%	11%	5%	84%	12%	3%	records o
making dittos	79	8	5	69	12	6	
B. Non-teaching-supervision	73	14	5	51	42	0	
C. Visual-Aids							
Preparing bulletin boards, etc.	73	22	2	63	24	6	
Operating Projectors	32	19	2	51	9	3	
D. Re-enforcement							
Seatwork	70	22	2	48	33	3	
Drills	67	22	0	45	30	3	

Teachers also rated trainees on 15 items of general skills and personal qualities. Results are given below for the 7 items selected by teachers in workshop discussions as being most important for success on the job, plus ratings on English usage and spelling.

General Skills						
A. Following directions	78%	22%	0%	81%	15%	3%
B. Writing and printing	57	32	11	54	30	15
C. English usage	48	49	2	66	30	3
D. Spelling	46	35	11	66	30	3
Personal Qualities						
A. Appearance and grooming	88	11	0	81	15	3
B. Enthusiasm; quality of effort	79	16	0	81	15	3
C. Dependability, promptness	68	30	2	63	24	12
D. Attendance	59	22	18	60	15	24
E. Relationships with children	87	14	0	72	27	0

* Where percent totals less than 100, task not rated by teacher.

Examination of Table V shows that on most of the ratings shown, the majority of trainees were rated better than average. The highest percentages of above average ratings were given in the following significant areas: relationship with children, following directions, appearance and grooming and enthusiasm. For specific classroom tasks, 84% of the trainees earned better than average ratings on the clerical tasks of grading papers and keeping records.

The weakest area of the seven general skills and personal qualities rated as most significant by teachers was that of attendance. 59% of the trainees were rated above average in attendance, but 18% of the primary trainees and 24% of those with upper elementary placements received below average rates.

The attendance record for 19 weeks for the seventy-one trainees who completed the program was as follows:

37% - absent 0 to 5 days
30% - absent 6 to 10 days
17% - absent 11 to 15 days
16% - absent more than 15 days

The largest single factor causing prolonged absence was serious illness, either of the trainee or her children. Other contributing causes were unavailable free medical and dental care except during school hours; breakdown of child care arrangements; acute family problems; delayed or lost welfare checks. The record of attendance in this program was on the whole very good and reflected the assistance of dedicated cooperation of both Title V and University staff. Close contact and concern of core leaders was an important factor. Nevertheless, many absences could have been avoided if it had been possible to take the following measures:

1. Full knowledge by ADC case workers about the training program, precluding appointments during training time and embarrassing school investigations; ready availability of case workers for help in solving domestic problems.

2. Most important would be the availability of a core of private physicians and dentists for late afternoon and evening appointments. Many school hours were spent in clinics. Perhaps a Title V program budget could include a separate medical panel not dependent on regular welfare channels for payment (such as is available to Head Start and Upward Bound programs). Limitation of financial responsibility to specific medical and dental work was also a factor. Dental work limited to extractions is wasteful of general health as well as of valuable training time. Particularly in a professional milieu, a mouth showing rotted and decayed or missing teeth is a hazard both socially and emotionally.

3. A combination child care and medical problem would be solved with a group of people available for taking ill children to clinics or physicians or dentists. Often a single babysitter is employed for several children and is needed at home to care for the well children. Health aides would be useful here and also in cases where no babysitter is employed but an older child must stay home from school because of a cold or minor incident. The establishment of a core of

readily available health aides would be an asset. Child care problems provided a serious detriment to good attendance.

4. Another serious detriment to good attendance is late arrival of welfare checks and administrative snarls. Prompt payments are essential to good training morale, and immediate investigation and correction is required for lost or non-delivered checks or clerical errors.

In addition to acquiring skill in all aspects of assisting in the classroom, the trainees made significant gains in academic skills during the five months of training. In reading, the average gain on the California Reading Test (total score) was 1.6 years. A comparison of pre-and-post reading levels in the group is graphically illustrated in Table VI. Additional information on final reading scores appears in the Curriculum section on Language Arts.

No formal spelling test was given at the beginning of the program. However, the many spelling errors in the paragraphs submitted at the beginning led to offering spelling instruction at a 5th or 6th grade level. The Wide Range Achievement Spelling Test given at the end of training revealed an average spelling grade level of 9.3, with a range from 5.8 to 15.7.

The Wide Range Achievement Math test, 1946 edition, was given in the tenth week of training, before there was any instruction in math. The 1965 edition of the test was given at the end of the program. [6] The average gain in math was 2.2 years. The distribution of scores on the pre-and post-tests is shown graphically in Table VII.

Counseling

As the program neared its conclusion, sessions were held on budgeting and financial management, including discussions and information on obtaining public housing and arranging for lower-cost child care, and on medical and dental community facilities. In addition, arrangements were made to help some trainees prepare for and take the High School Equivalency Test, and meetings were held with a group of eleven women interested in going to college. Cleveland College of WRU staff was involved for counseling and securing of scholarships. Summer employment possibilities were explored.

At the conclusion of the program, individual conferences were held with each trainee and her case worker and job counselor to determine future welfare status and to make arrangements for continuing summer adult education courses. More than half of the trainees made specific plans for continuing education.

---

[6] The correlation between the two editions of the Wide Range Achievement test is +.80, according to private correspondence with Joseph F. Jastak, Guidance Associates - 1526 Gilpin Ave., Wilmington, Delaware. There is no significant difference in mean grade rating between the 1946 and 1965 tests.

TABLE VI
READING GRADE RANGE (California Total)

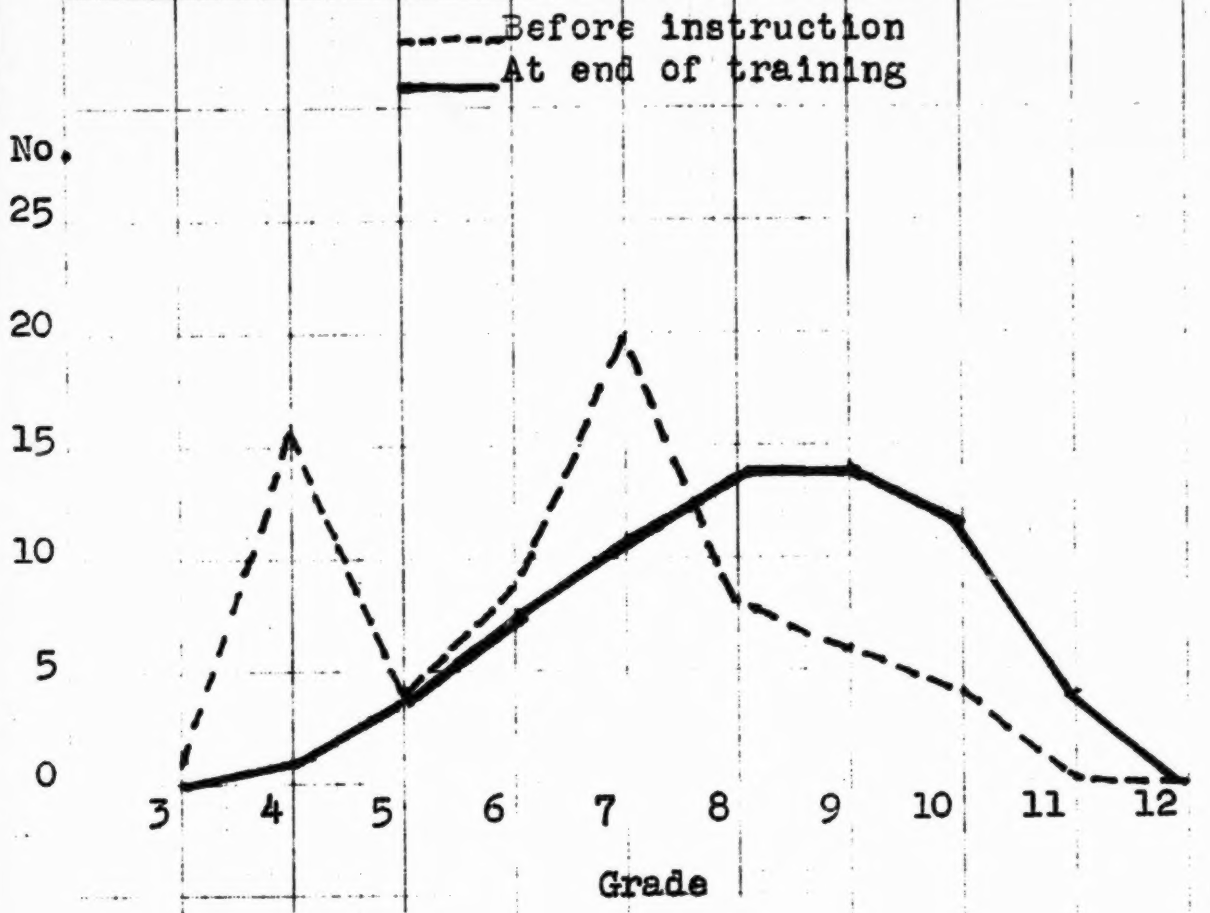
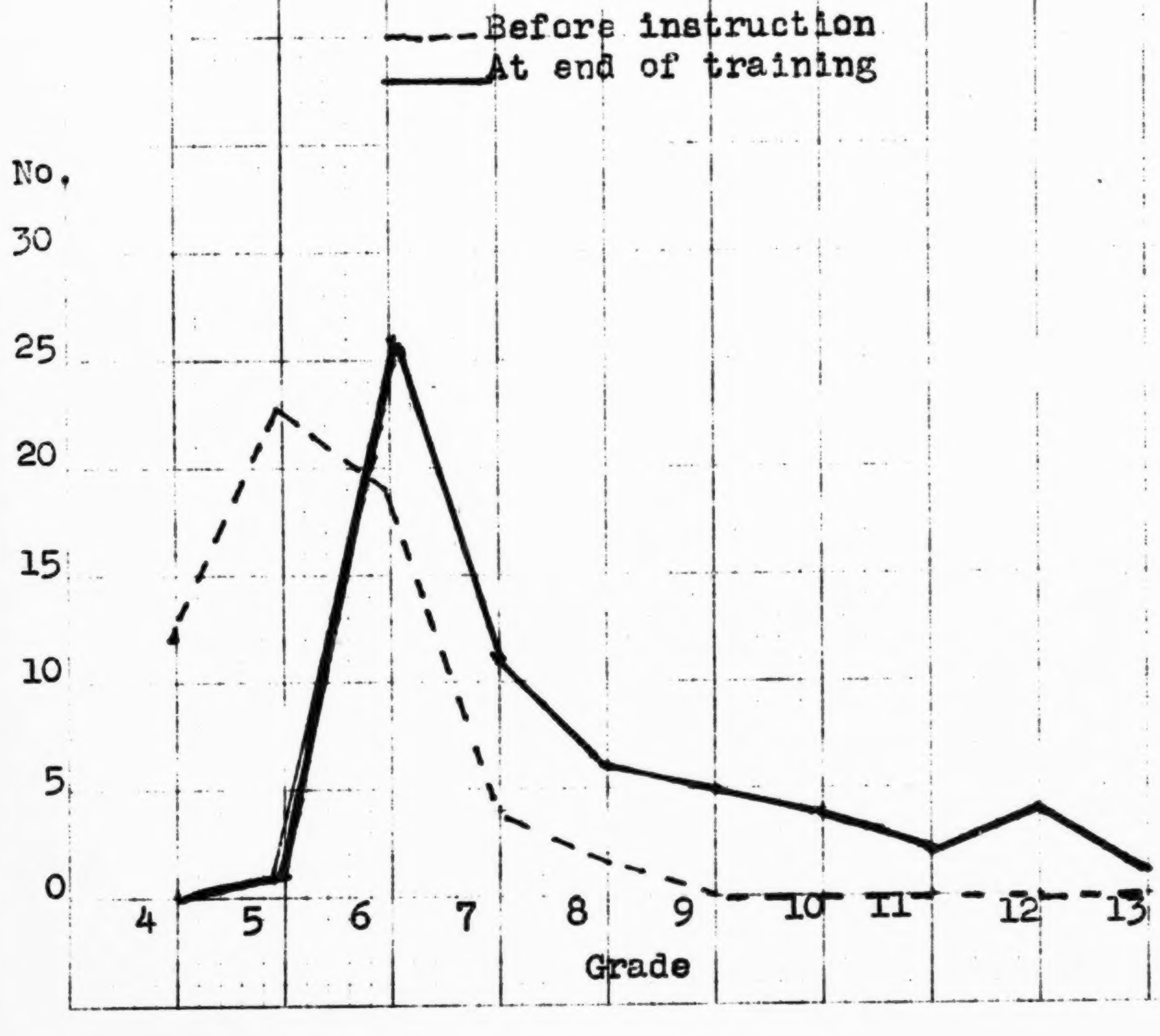


TABLE VII
MATH GRADE RANGE



Conclusions:

1. Women from a welfare population, with less than a high school education, can be trained in a five-month period to function adequately as classroom assistants in elementary schools. Their relationships with children were rated above average in a large majority of cases, as was their ability to follow directions. Their performance was superior in the important clerical tasks of grading papers and keeping records.

2. In five months, academic skills of the trainees were appreciably raised. There was increased motivation for learning, resulting in specific plans for continued education. The University staff would prefer a nine-month training program to allow more time for upgrading academic skills.

3. The keen gratification felt by the trainees in making a contribution to society is a significant outcome of training. Furthermore, their contributions to the classrooms in which they worked led to enlarged understanding of and respect for the Negro ADC mother in the school community.

4. For assisting at the primary level, field placement teachers judge the following to be most important: relationships with children, manuscript writing, adequate clerical skills for correcting papers and keeping records, instruction-related activities such as supervising seatwork and re-enforcement drills. Field placement teachers stressed the importance of speech improvement in the training program, but were realistic in recognition that such improvement comes slowly. No trainees were given ratings of 5 (unsatisfactory) in speech or English usage.

5. Trainees with an initial measured reading grade level from 4.0 to 6.0 on the California Reading Test were able to do satisfactory work in assisting teachers in primary grades. However, their remedial reading classes took so much of the classroom time that it would be advisable to have a longer training period for applicants in this range of reading skill.

6. For assisting at the upper elementary level (grades 4 through 6), field placement teachers judged the following to be the most important: typing, clerical skills for record keeping and grading papers, supervising groups in non-teaching routines. In addition, the daily work of the assistants demonstrated their need for an over-all knowledge of the upper elementary curriculum. Good spelling is important, or a well-established habit of using the dictionary to check spelling. A trainee whose own academic skills are not as good as those of some of the children in her class, is apt to lack the self-confidence to do a good job.

7. An initial reading grade level of at least 7.0 on The California Reading Test is recommended if a trainee is to work in an upper elementary classroom. However, some trainees with initial reading scores around the 6th grade level did function adequately in upper elementary placements.

8. The weakest area of functioning among our trainees was attendance. Many absences were due to health and child care problems. Some were due to late arrival of welfare checks and administrative snarls. Others indicated the need for further attitudinal changes. Special emphasis on health, child care and counselling services is vital for the success of a training program whose members have not been regularly employed.

9. The most important factors in successful teaching of unemployed adults appear to be:

a) concurrent operation of on-the-job training (field placement) and academic classes. In the field placement, students have immediate need to use the skills they learn. This heightens motivation for learning.

b) the attitudes of the core leaders and field placement teachers. Core leaders who respected their trainees and contributed to their sense of personal worth were all successful, though they used varying methods of teaching. Sympathetic field placement teachers were able to see trainees through difficult periods to eventual success. In a number of situations in which trainees still had problems in job adjustment at the end of training, the field placement teachers seemed unsympathetic or condescending.

10. All teacher assistants, regardless of educational background, could profit from training in some specific areas, such as manuscript writing, clerical procedures, operation of projectors, and survey of elementary curriculum.

11. Since some teachers are enthusiastic about the value of assistants' in working with re-enforcement activities, while other teachers and administrators question this use, the need for research is evident. For example, in what ways and under what conditions may instruction be improved by utilizing an assistant who is trained to do specific tasks in the classroom?

CLEVELAND PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

SUGGESTED ACTIVITIES FOR ELEMENTARY CLASSROOM AIDES

1. Securing visual aids and other material needs for session
2. Securing supplies from office needed for session, such as books, paper worksheets, etc., (under direction of teacher)
3. Arranging supplies on shelves. Arranging and distributing books, manuals and worksheets
4. Distribution of books and materials for sessions
5. Cleaning and lining blackboards
6. Supervising cloakroom and seeing to it that children are ready for classwork
7. Supervising toilet periods
8. Assisting groups doing bell-time activities to see if following teacher's directions from blackboards
9. Alphabetizing cards, records, etc.
10. Checking of seatwork, notebooks, spelling, etc., for teacher
11. Helping prepare for science experiments
12. Acting as proctor for tests or supervising seatwork activities
13. Keeping of attendance records
14. Being responsible for collection of milk money, if applicable
15. Running off hectographed materials needed for sessions
16. Assisting with ruling for charts, graphs, making calendars, etc.
17. Assisting with arrangements for bulletin boards
18. Checking of papers assigned for homework
19. Keeping progress charts up to date
20. Helping maintain records
21. Setting up displays of materials, cutting out letters, etc.
22. Assisting in control of classes, movement of classes, etc.

NOTE: Other activities will suggest themselves, as long as they do not involve direct teaching activities. The aides are to be used in classrooms and not as additional clerical assistance for the office.

DARIAN H. SMITH
Assistant Superintendent -
Personnel

Western Reserve University - Cleveland College

VISUAL MOTOR AND PERCEPTUAL
TRAINING SUGGESTIONS

Lillian R. Hinds, Ph.D.

Tests of left and right: Place your right hand on your left ear. Place your left hand on your right hip, etc.

Directional Games: Directional games such as "Put the cup in the box," "Place the bean above the meat," encourage not only the skill of following directions, but concept development of: in, on, under, above, below, beside, behind.________________"Place an X in the upper right hand corner above the line." "Place an O below the line center."

Eye Exercise:[1]

Be sure to do one eye at a time. Cover one eye. Do each eye ten times. With one eye covered, look at ceiling - look at floor. Do not move head.

Circle exercise:[1] Place an "X" at eye level. Fixate on X, draw a circle on either side of X. Right hand is placed to the right of "X" and left hand to left of X. X Arms should move rhythmically together, both arms going in a clockwise position (that is to the right), then both hands go counter clockwise (both to the left), and finally the right hand goes clockwise and left hand goes counterclockwise.

Line exercise: Put an X at eye level. Fixate on X. Place chalk in right hand and in left hand. Draw lines back and forth. X Try to draw horizontal lines over and over in the same places. Then, raise arms and draw lines above and to the right and left of X (which is still at eye level.) Then drop hands below X and repeat. Near point of convergence, cover one eye and follow movement of pencil. Hold forefinger as far away as arm's length. Slowly bring finger forward at eye level. Stare at finger as it comes closer. Keep doing this until you see two fingers.

---

1. Material obtained from Dr. Lois Bing

WESTERN RESERVE UNIVERSITY
Cleveland College

VISUAL AIDS FOR EYE EXERCISES

Dr. J.A. Miller

1. Run your finger around the rim of your glasses. Follow your finger with your eyes as you do this.

2. As you watch TV, pretend there is a bug crawling around the edge of the set. Follow it with your eyes, going first one way, then back the other way.

3. Suspend a ball from the ceiling. Take a yardstick, place one hand at either end and hit the ball with the stick.

4. Bring a tube to your eye. Hold it there with one hand. Put your other hand in front of the opposite eye, next to your nose, and draw it forward down the length of the tube. Both eyes should be open. Reverse procedure. If eyes are fusing correctly, it should appear as if there is a hole in the hand as it moves away.

5. Cut squares, circles and triangles - eyes should move in advance of the scissors. Eye-hand coordination.

6. Games for eye-hand coordination -
    1. Ball and jacks
    2. Pick-up sticks
    3. Building with stencils
    4. Hi Q
    5. Tic-tac-toe
    6. Cluster puzzles
    7. Peg-boards
    8. Toss bean bag into waste basket

7. (Obtain material from Dr. Frostig and Dr. Ladd in WRU Psychology Department on body relationships).

Western Reserve University
Cleveland College

Teacher Assistant Training Program

"Vision Exercises"
(Brock String)

F2-1

I. Edward Markowitz and Ralph E. Schrock

PURPOSE: To help you learn to shift your eyes quickly and accurately from one point in space to another that is located at a different distance from you. This routine will also help to eliminate any tendency to suppress the vision of either eye.

EQUIPMENT: Schur-Mark Near-Far Fixator.

SET UP:

1. Read the special instructions on your Recording Sheet.
2. Loosen an electrical switch plate on your wall slightly so that you can slide the plastic retainer on the end of the cord between the wall and the switch cover plate.
3. Hold the cord to your nose by means of the attached handle so that the cord is taut.
4. Place the far fixation disc at the end of the cord by the switch pla
5. Place the near fixation disc about 16" from you.

PROCEDURE:

STEP I

1. Stand directly in front of the switch facing it and look at the far fixation disc. Be aware that you see two strings as though one was coming from each eye. If your fixation of the disc is accurate, the strings should meet exactly at the disc forming a "V".
2. Maintain steady fixation on the far disc while you prepare yourself to shift your eyes quickly and accurately to the near disc.
3. Shift your eyes to the near disc as directly and as quickly and accurately as possible.
4. You should now see the strings as an "X" meeting at the near disc.
5. Maintain steady fixation of the near disc while you prepare to shift your eyes back to the far disc.
6. Alternate back and forth between the two discs. Do not hurry between shifts; but when you do shift, move as quickly as you can.
7. You should be aware of "V" and the "X" made by the string as you shift back and forth. Be sure that the strings always intersect exactly at one of the two discs.
8. Do not proceed to STEP II until you have mastered STEP I.

STEP II

1. Move about 5 feet to the right, so that your face is now pointed at a point 5 feet to your right of the switch and your eyes are turned to the left towards the switch. This is important. Do not point your face, only your eyes at the switch.

2. Repeat the procedure of STEP I.

STEP III

1. Move about 5 feet to the left so that your face is now pointed at a point 5 feet to your left of the switch. This is important. Do not point your face, only your eyes at the switch.
2. Repeat the procedure of STEP I.

STEP IV

1. Slip the plastic retainer between the wall and the baseboard or thumb tack it to the baseboard. Your head must be held straight and only your eyes point downward.
2. Repeat the procedure of STEP I.

STEP V

1. Fasten the plastic retainer to the top of the wood trim around a door. Your head must be held straight and only your eyes pointed upward.
2. Repeat the procedure of STEP I.

EXERCISE TIME: 2 minutes - rest 1 minute
Repeat exercise total of 10 minutes decreasing rest periods as you gain skill.

SUPPRESSION ELIMINATION
(Bar Reading)

S3-1

PURPOSE: To help you learn to see with both eyes simultaneously at all times by eliminating any intermittent tendencies you may have to see with only one eye (suppression).

EQUIPMENT: Reading material of interest - 3 plastic Schur-Mark bars.

SET UP:

1. Hold the reading material at a normal distance. Hold the smallest bar between you and the reading on the mid-line.
2. Hold the bar near the reading material and then move it slowly toward you until you find the point where the bar is seen double when you are looking at the print. The bars will now appear transparent, so that you will be able to see all of the words, as though you are looking right through the bar.

PROCEDURE:

1. Concentrate on the reading material. Keep both eyes open. You should see all of the words. None of them should be blocked out by the bar. Look at the words.
2. The bar will appear to be double. Do not be concerned by this. It is normal.
3. Read the material making sure that you never have any words blocked out by the bar.
4. If the bar does block out words, blink your eyes or re-adjust the bar.
5. Keep tract and record the number of times the bar blocks out any words.
6. Practice alternately with the different size bars. Remember the wider one will have to be held closer to your eyes.
7. Try to eliminate any tendency for any of the words to fade out or disappear by concentrating on those which tend to fade.

EXERCISE TIME: 10 to 15 minutes per day.

Western Reserve University
CLEVELAND COLLEGE

TEACHER ASSISTANT TRAINING PROGRAM

Summary of Workshop Discussions on Use of the Field Placement Rating Scale

A. Definitions for points on rating scale

1) Superior: Ability to perform assigned duties plus using individual initiative. In addition, devise or suggest new methods of handling duties or suggest meaningful activities to teacher.

2) Good: -- Doing very well what she is assigned to do. Efficient. Doesn't necessarily take initiative beyond assigned tasks.

3) Average: Gets job done satisfactorily. Needs some reminders, but not constant reminding. Cooperates willingly.

4) Acceptable: Hope this person would improve with more training and experience. Needs more than average supervision, and a lot of reminders. Weak in some important skills.

5) Unsatisfactory: Definitely is not doing acceptable work. Rater should ask, "Have we made the maximum effort to help this person become acceptable?"

B. Suggested weight for various points of the rating scale. These are given only as a guide, not to follow exactly.

1) For general areas:
   a) Proficiency in specific classroom tasks -- 20%
   b) General skills -- 30%
   c) Personal qualities -- 50%

2) Under specific classroom tasks, the following points were chosen by teachers as being most important: 2,3,6,7,9,10.

3) Under general skills, the following points were judged to be most important: 1 and 4. Point 1 (ability to follow directions accurately) was judged to be so important that many teachers would not give an over-all rating of satisfactory unless the trainee rated at least a 3 on this point. Point 4 (manuscript printing, especially) was considered extremely important by primary teachers, but not stressed by upper elementary teachers.

4) The majority opinion was that a rating of 3 or above should be assigned for at least half the points in each area in order for a trainee to be given a passing rating.

5) Personal qualities which were judged to be most important were: 1, 3, 4, 5 and 9.

Western Reserve University - Cleveland College

TEACHER ASSISTANT TRAINING PROGRAM
Field Placement Rating

Trainee's Name__________________________ School & Grade__________________________

Rated by __________________________ Date of rating __________________________

Rate by checking the appropriate column: (1) Superior, (2) Good, (3) Average, (4) Acceptable, (5) Unsatisfactory

FACTOR RATED	RATING ASSIGNED					COMMENTS
Proficiency in Specific Classroom Tasks:	(If a specific task has not been required, do not rate, and indicate "not done")					
	1	2	3	4	5	
1. Assisting in care of room and supplies						
2. Record keeping & other clerical tasks						
3. Checking papers with scoring key						
4. Assisting with charts & bulletin boards						
5. Putting work on blackboard						
6. Making ditto-masters						
7. Running ditto machine						
8. Operating various projectors						
9. Supervising children in non-teaching routines						
10. Supervising seatwork						
11. Assisting with re-inforcing drills						
General Skills:						
1. Ability to follow directions accurately						
2. Ability to plan and organize own work						
3. Voice, enunciation & prounounciation						

FACTOR RATED	RATING ASSIGNED					COMMENTS
	(if a specific task has not been required, do not rate, and indicate "not done")					
General Skills (con'd)	1	2	3	4	5	
4. Handwriting and/or printing						
5. English usage						
6. Spelling						
Personal Qualities:						
1. Appearance, grooming						
2. Physical energy						
3. Enthusiasm & quality of effort						
4. Dependability, promptness						
5. Attendance						
6. Ability to work under supervision & to accept criticism						
7. Flexibility in new situations						
8. Relationship with other staff members						

9. Relationship with children (check one)

_____Friendly & objective; good classroom role

_____Friendly; needs to be more objective

_____Somewhat reserved; good classroom role after becoming acquainted

_____Shy; takes a long time to relate well to children in a group

Overall Rating 1 2 3 4 5

Comments on overall effectiveness in Classroom: (include special abilities)

Description of special features of your class which would be pertinent for trainee's work:

APR [illegible]

ED020462

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OFFICE OF EDUCATION

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CASE WESTERN RESERVE UNIVERSITY
CLEVELAND COLLEGE

TEACHER ASSISTANT TRAINING PROGRAM
FINAL REPORT

SECOND SECTION:
CURRICULUM GUIDE

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I. Revised Schedule for Five-Month Training Program for Teacher Assistants

TRAINEES	CORE LEADERS	FIELD PLACEMENT TEACHERS
Pre-Program		
Interview Screening tests	15 to 22 two-hour sessions of orientation	3 two-hour sessions of orientation
First Week		
10 hrs. job orientation 5 hrs. personal orientation 9 hrs. field trips 3 hrs. art workshop 3 hrs. clerical workshop 30 hrs.	15 hrs. core sessions 2 hrs. field placement teachers workshop 2 hrs. in-service staff sessions	1 two-hour workshop
Second Week		
10 hrs. job orientation 5 hrs. personal orientation 3 hrs. observation in elementary classroom (or movies) 6 hrs. art workshops 2 hrs. manuscript writing demonstrations 4 hrs. clerical skills practice 30 hrs.	Same as first	Same as first
Third Week		
6 hrs. (1 full day) observation 8 hrs. core group discussions preparation for observation discussion of observations child development discussion 2 hrs. (½ hr. day) manuscript practice 4 hrs. clerical skills practice 4 hrs. (1 hr. day) typing 6 hrs. (2 sessions) art workshops 1 hr. speech improvement 31 hrs.	14 hrs. core sessions and supervising clerical practice. 2 hrs. teachers' workshop 2 hrs. in-service	Same as first

Fourth Through Twelfth Week

12 hrs. (2 full days) field placement
6 hrs. core group discussion of field placements; of child development
1 hr. manuscript or cursive writing practice
4 hrs. typing
1 hr. speech improvement
6 hrs. survey of elementary language, arts and skill building
3 hrs. survey of elementary math and skill building
3 hrs. audio-visual workshops
36

weekly
13 hrs. core discussion, language arts and writing practice
3 hrs. school visits
2 hrs. in-service
twice a month
teachers' workshops
....
evaluation conference with each trainee

Twice a month
teachers' workshops
....
at least one evaluation conference wi
trainees

Thirteenth Through Twentieth Week

18 hrs. (3 full days) field placement
4 hrs. core group discussions
2 hrs. group counselling
4 hrs. typing
2 hrs. skill building--language arts
1 hr. survey of social studies, science for upper elementary; physical education (games) for primary
1 hr. manuscript or cursive
1 hr. speech improvement
33

8 hrs. core discussion and skill building
6 hrs. school visits
2 hrs. in-service
once a month
teachers' workshop
....
individual conference with each trainee also with each field placement teacher

once a month
teachers' workshops
....
conference wi
core leader
....
evaluation conference wi
trainee

NOTE: Audio-visual workshops are not described in the curriculum. These were operated by audio-visual specialists from the Cleveland school system, using their own curriculum and methods.

Physical education (games) for primary teacher assistants does not appear in the curriculum outline. This was scheduled for inclusion, but omitted from the training program due to lack of time. Reports of actual duties performed by teacher assistants indicate the value of training in supervision of group games.

II. Selection and Orientation of Core Leaders.

A. Selection. All of the core leaders in the CWRU program were experienced elementary teachers. Most of them had taught in the Cleveland school system. Elementary teachers were chosen on the premise that they would be in the best position to know what knowledge would be required of a teacher assistant and how to help her learn the role and methods of work expected in the classroom. This premise appears to be sound; the core leaders seemed admirably suited for their role. Those who had taught in the Cleveland system had the additional advantage of knowing the specific curriculum and school policies of the system. Prior to this program, two of the core leaders had been responsible for supervising the on-the-job training of an assistant in their own classrooms. They shared this valuable experience with the remainder of the group.

In selecting applicants for a core leader, a great deal of weight was given to the life experiences which might give a teacher a significant degree of understanding of the problems of poverty, failure, discrimination as the member of a minority group, etc. The interviewer tried to assess the attitudes of the applicant toward her own experiences as she told them. In as much as possible to determine in a short interview, the attempt was made to select core leaders who would be non-judgmental in their approach and who would attempt to create a supportive climate in their groups. A sense of her own personal worth and respect for students as individuals were judged to be important qualities.

It might be helpful to look at a core leader through the eyes of a trainee who wrote the following: "Mrs.___________must have been very carefully chosen, as had been the other seven leaders. She conducted daily drills in correct word usage, written and oral book reviews, and open discussions on varied subjects, personal and otherwise. She didn't assume that we were unlearned, uncouth, or uninhibited.

"The first two weeks she just sat quietly and listened to our informal conversations and answered our questions simply and unbiasedly. I think in that manner she was able to ascertain what our individual needs, desires, personalities and weak points were. She soon drew the reticent ones out of their shells; placated the easily offended ones; channeled the energies of the over-exuberant ones and kept a tether on the 'Bull-in-the-china-shop.'"

B. Orientation.

1. As indicated in Part I, page 15, of this report, core leaders evaluated their twenty hours of orientation (two hours a day over a two-week period), as inadequate. Consequently, a forty-hour orientation program has been outlined here, attempting to fill in the gaps as seen by the core leaders and the program director.

2. Purposes of Orientation.

   a) To establish the goal of the training program; namely, to help each individual trainee develop to his or her highest potential. This is of vital importance because, as Bloom, Davis and Hess (1) point out, our educational system makes teachers an operative agent in a status-giving and selective system. In the CWRU program, core leaders, even though chosen for a non-judgmental outlook, had great difficulty in discarding systems of evaluating class performance by ranking students A to F, i.e., from success to failure. Sometimes they projected as desirable the weeding out of candidates for training, accepting only those with the highest potential as measured by reading level and other academic skills. Clarification of the goal of rehabilitation of all trainees who can meet a minimum acceptable standard rather than competitive selection is the most important purpose of the orientation period.

---

(1) Bloom, Davis and Hess, Compensatory Education for Cultural Deprivation, Holt Rinehart and Winston, New York, 1965, p.2

b) To strengthen the core leaders' ability to communicate with trainees, and deepen their understanding of the problems and the strengths of disadvantaged adult learners. It is assumed that adults will not shift basic attitudes to any extent during a two-week period. Selection of core leaders is more important than orientation in meeting this goal. However, orientation can help staff to verbalize and clarify existing attitudes. Orientation can reduce conflicting feelings about a non-judgmental approach by giving a clear description of the administrator's goals for the program.

c) To become acquainted with the curriculum and to study specific methods of teaching applicable to adult learners. To learn methods for upgrading basic academic skills as well as teaching specific skills needed for the teacher assistant job.

3. Projected Orientation Sessions

a) Introduction and Establishing Communication -- four two-hour sessions. Much of this time is needed for general description of the program and clarification of goals as indicated in 2a. It is also essential to establish within the staff an openness of communication. This is certainly valuable for any enterprise requiring close working relationships. It is especially important for experimental projects. Since teachers are used to working in an authoritarian structure without leeway for innovating, they may have difficulty in adjusting to the difference in atmosphere. Openness of communication is also important in meeting the second goal of the orientation. Arthur Jersild puts it very well: "The more genuinely a person at any level of age or social prestige realizes his own selfhood, the greater capacity he has to relate himself to others. If he is the finest scholar on the faculty he can relate himself to the most poorly endowed student, for the common humanity both of them share and the kinds of emotional experiences both have known far outweigh the differences in their intellectual stature." (2)

In the CWRU program, three one-hour sensitivity training sessions were held under the guidance of a group dynamics specialist. One hour sessions were too short to really fulfill their purpose. Sessions of two or three hours at a time seem necessary in order for a group to get beyond superficial discussion to more basic sharing of feelings and self-insights. These sessions might be held with a sensitivity trainer, or might be held with the staff alone discussing the goals of the program and the roles of each staff member in reaching those goals.

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(2) Jersild, Arthur T. In Search of Self, New York, Bureau of Publications, Teachers College, Columbia University, p.33

In the CWRU program, some core leaders expressed dissatisfaction with the sensitivity training sessions as a waste of time. This may have been because they were too short. It also may be partially due to the core leaders' background of working in highly structured situations; i.e., public elementary schools.

b) Facts and Attitudes About Poverty and Cultural Differences -- two sessions.

These sessions should be as concrete as possible. A home visit to a family in a poverty neighborhood could be a valuable way to make poverty "live" for teachers from a middle class background. Another possibility would be to ask an articulate member of a poverty group to come to an orientation session to participate in a discussion. If these "live" contacts cannot be arranged, a movie of an economically disadvantaged family would be useful. Careful inspection of an actual relief family budget is a concrete thing to do. The budget would really come to life if the orientation group were served a meal from a relief budget or given the assignment to shop at the supermarket with a typical welfare food allowance. All of these approaches are more apt to produce emotional reactions in the staff group and effect attitudinal change than do theoretical lectures or discussions.

c) Methods of Teaching Adults -- four sessions.

Since the CWRU core leaders were chosen on the basis of elementary teaching experience, they were not necessarily experienced in teaching adults. In fact, only one had taught adults prior to this experience. Consequently, it was important to include in the orientation a discussion of the characteristics of adult learners, and demonstrations of successful methods of teaching adults. In retrospect, the two sessions devoted to this seemed inadequate so that four have been recommended here. An excellent summary of the characteristics of the adult learner appears in the new adult curriculum guide published by the U.S. Office of Education. (3) One session in the CWRU program was spent in observing adult education classes in a Cleveland school. This observation was evaluated by core leaders as of great value to them. Since methods in adult education are still in an experimental stage, the CWRU program emphasized the value of innovation and encouraged core leaders to experiment and then to share their experiences with the staff. Evaluation of methods should be built into the program. In addition to formal measurement of student progress, a daily log in narrative style would be helpful.

d) Specific Planning for First Classes in Clerical Procedures and Manuscript Cursive Writing, Using Clerical Forms and Manuscript and Cursive Guides for the Specific School System in which Assistants are to be Assigned -- one session.

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(3) Office of Education, U.S. Dept. of Health, Education & Welfare, Curriculum Guide to Adult Basic Education, beginning level, Washington, D.C., 1966, Supt. of Documents, U.S. Government Printing Office, pp.5-10.

e) Instruction by Speech Consultant in Techniques of Working on Speech Improvement with Adults -- three sessions.

f) Planning Session with Art Teacher -- one session.

g) Overall Planning for First Two Weeks of Trainee Orientation -- two sessions.

h) Goals and Survey of Methods for Teaching Reading Skills -- three sessions.

4. *Reading References*:

Bank Street College of Education, *Making Real Teachers*, *Supervising the Beginning Teacher*, and *Basic Approaches to Mental Health*, (reprints) 103 East 125th St., N.Y.

Bruner, Jerome S., *The Process of Education*, Harvard University Press, Cambridge, 1960.

Bruner, Jerome S., *Toward a Theory of Instruction*, Harvard University Press, Cambridge.

Howard University Center for Youth and Community Studies, No. 14, Training Report Community Studies, *Issues and Overview*: *The Group Leader and the Core Program*, also *Role Playing and the Poor*, Howard University, Washington, D.C.

Jersild, Arthur T., *In Search of Self*, New York, Bureau of Publications, Teachers College, Columbia University, 1952.

Pearl, Arthur and Riessman, Frank, *New Careers for the Poor*, New York Free Press, 1965.

U.S. Department of Health, Education and Welfare, *Staff Development*, *the Supervisor's Job*. Superintendent of Documents, Washington, D.C.

U.S. Office of Education, *Curriculum Guide to Adult Basic Education*, Beginning Level, 1966, Superintendent of Documents, Washington, D.C.

Workshop Report and Resource Document, *Workshop in Adult Basic Education*, Columbus, Ohio, Center for Adult Education, Ohio State University, 1945 North High St., 1966.

III. Orientation and In-Service Workshops for Field Placement Teachers.

A. Orientation Before Field Placement of Trainees -- five two-hour sessions. Small discussion units led by training program staff and some general sessions.

1. General description of training program.
2. Facts and attitudes about poverty; cultural differences between teachers and assistants.
3. Examination of roles and relationships between the teacher and assistant, the assistant and the children, the assistant and other staff members.
4. Significance of classroom observation as a part of training assistants, and group formulation of outlines for observation.
5. Supervision of an assistant in the field placement.
6. Preliminary meeting between teacher and assistant before assistant's first day in the classroom.

B. In-Service Workshops Divided into Primary and Upper Elementary Sections. Two-hour workshops twice a month during first half of program; once a month during last half.

1. Continuation of small group discussions on topics listed under A.
2. Two or three sessions needed for teachers to formulate standard for evaluating assistants' work.(4) On the basis of this, each teacher made a mid-term evaluation, and discussed it with her assistant; then at the end of the program each teacher made a final evaluation.
3. Demonstrations showing wise utilization of assistants by teachers; demonstration of teaching aids prepared by assistants.

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(4) Appendix of Section I, p.vi - Field Placement Rating

IV. Orientation for Trainees -- two weeks, thirty hours each.

   A. Development of concept of work in a classroom.

      1. Preliminary presentation and discussion of classroom organization.

      2. Viewing of a movie of a classroom in operation, followed by discussion in core groups. (5)

      3. Discussion of job definition. Enumeration of tasks which might be assigned and information about training which will be given in preparation for each task. (6)

   B. Discussion of role of each person in the classroom -- teacher, children, assistant. Discussion of role relationships. Discussion of principal's role and assistant's relationship to principal and to other staff members. Use of role playing to get the feeling of roles and relationships. (7)

   C. If possible, one-half day of observation in a classroom where an experienced assistant is already working. Observation should be prepared for by discussion which focuses trainee's attention on specific tasks, methods of work, and teamwork between teacher and assistant.

   D. Orientation of the individual trainee toward the job role.

      1. Personal appearance and grooming. Demonstration by a model followed by discussion.

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(5) List of suitable movies appear in Appendix, P. i

(6) List of classroom tasks appear in Appendix, P. ii

(7) Outline on role relationships appear in Appendix, P. iii

2. Attendance, punctuality, and dependability.
3. Relationships with fellow employees. Discussions of how to get along with people.

E. Field trips to museums and other places of educational interest. These can be related to teacher assistant's work by discussing afterward what children would like about such a trip; how to supervise a group on a trip.

V. Art Workshops - five three-hour sessions. By Anita Rogoff, Assistant Professor of Art, Case Western Reserve University.

A. Purposes:

1. To increase the trainee's perceptual awareness through actual art experience.
2. To give the trainee experience with a limited number of basic art techniques which will be useful in assisting with bulletin boards, charts, etc.
3. To make the trainee aware of the place of art in the elementary classroom, and acquainted with correct methods in caring for art materials.
4. To provide direct, creative, and non-verbal experiences.

B. Suggested Structure:

1. It is essential to have adequate working space -- large tables, bulletin boards -- and well organized supplies which are readily accessible.
2. It is desirable to have an art teacher conduct the workshop and to give the teacher freedom of choice as to topics and organization of the workshops.
3. As many as seventy-five students might be accommodated in a workshop if it is organized with a core teacher available to assist with each ten students.
4. A planning session with core teachers is essential so that they may work smoothly with the workshop leader in setting up materials ahead of time, guiding students' work during the workshop, and organizing an efficient clean-up.

C. Examples of Workshop Topics:

1. Attitudes toward children's art; and the role of the assistant. Movies: The Beginning of Picture Making, and Design for Growing,(8) followed by a group discussion.(9) Core teachers could plan with their groups the setting up and cleaning up of the art rooms for each workshop. This in itself would be a valuable experience for trainees in care of material.

2. Elements of design -- arrangements of shape and color. Example: after presentation by teacher, students construct a collage out of cut and torn colored construction paper.

3. Construction of a bulletin board by each trainee, based on principles studied in lesson two. Lettering presented as a design problem. (Two two-hour sessions were required to complete this assignment).

4. Drawing.

5. Painting -- introducing color mixing and new "tools", such as brushes and sponges, for paint application.

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(8) See Appendix, p. i

(9) For an outline of the role of the aides in assisting in art classes. Such an outline would vary from one school system to another and should be made out in consultation with the classroom teachers. See Appendix, p.iv

VI. Clerical Training --

General -- ten to twelve hours the first three weeks;

Typing -- four hours a week for eighteen weeks.

A. Alphabetizing, tallying and other general procedures -- demonstrations and practice.

B. Attendance forms and other simple forms -- demonstration and extensive practice so that trainees can take over these tasks at the beginning of field placement.

C. Progress cards, film order blanks, classroom registers -- could well be demonstrated by clerks from participating schools invited to a workshop for that purpose. Complicated forms such as the register will take a great deal of training to master, and may never be entrusted entirely to the assistants.

D. Making ditto masters -- using manuscript, cursive and typed.

E. Operation of ditto machine -- since machines vary widely, only general principles can be learned by operating one machine. The specific machine in use at the school will have to be demonstrated by field placement teacher or clerk.

F. Typing skill adds immeasurably to value of assistant, especially in upper elementary placements. Both beginning and intermediate typing should be offered if possible, with periods of instruction plus practice totaling one hour each day.

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VII. Field Placement

A. Preparation for Classroom Observation. (10)

1. Discussion of one aspect of the classroom, such as the physical environment, using an outline which trainees will use when observing. (11)
2. Viewing a movie of a classroom situation, such as They All Learn to Read, or Skippy and the Three R's. (12)
3. Written or oral reporting on the movie as if it were an observation.

B. A Graduated Observation-participation Schedule is Recommended.

One such model might be as follows:

1. The third week of training, one full day of observation in classroom to which trainee has been assigned for field placement.
    a. Observation of the physical environment and the daily schedule.
    b. Doing the same written work that the children do. This gives trainees an introduction to the curriculum at that grade level.
2. The fourth through the twelfth weeks of training -- two full days of field placement each week with gradual assumption of duties.
    a. Observation of the following:
        1) The teacher's method of controlling the class, especially in cloakroom, toilet period, etc., as assistant will probably be asked to supervise such non-instructional activities.

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(10) This section prepared in consultation with Dr. Elsie Nicholson, Asst. Professor of Education, CWRU.

(11) See "Guidelines for Meaningful Observation", Appendix p. vi.

(12) See Appendix, p. i.

    2) Ways in which the teacher gives directions.
    3) Ways in which teacher answers questions, gives children encouragement.
    4) Different aspects of child behavior as requested for child development class.
  b. Trainee participation.
    1) Trainees should be prepared to take attendance and do some other clerical tasks before beginning the field placement.
    2) The teacher should assign certain classroom tasks as soon as she feels the trainee is ready. Marked individual differences in skills are to be expected -- especially in such areas an manuscript writing and making charts.
    3) Supervision of children should not be expected until trainee has had time to observe the teacher's methods of handling situations, and feels at ease with the children.
    4) Trainees should not be asked to do housekeeping tasks which are normally performed by the custodial staff.

3. The thirteenth through the twentieth weeks of training -- three full days of field placement each week.
   a. Capable trainees should be given more and more responsibility during this latter part of training.
   b. Trainees should be able to operate projectors, perform the full range of clerical activities associated with the job, and to supervise children in non-teaching situations.
   c. Teachers find that many trainees are capable of assisting with reinforcement activities and drills.

VIII. Child Development -- at least nine one-hour sessions, plus frequent inclusion in discussions about field placement -- by Dr. Elyse Fleming, Associate Professor of Education, Case Western Reserve University.

A. Purpose: to give trainees knowledge about developmental patterns and insights into behavior which will be of practical value in their day-to-day relationships with children.

B. Suggested Structure:

1. Concrete situations which can be discussed and conclusions drawn provide best teaching material for adult students with background of high school education or less.
    - a) movies of school and family life. (13)
    - b) core group discussion of the live observations reported from field placement.
2. An occasional guest speaker provides variety and new stimulation. Speaker should be able to draw from practical experience e.g., a school principal, school psychologist or social worker, and a public health nurse.

References for trainees:

U.S. Department of Health, Education and Welfare, Your Child From Six to Twelve.

Mental Health Materials Center, The Children We Teach
104 East 25th Street, New York.

References for teachers:

Charles, Don C., Psychology of the Child in the Classroom.
Psychological Foundations of Education Series, Macmillan Co., N.Y. 1964

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(13) List of suitable movies appear in Appendix, p. i.

C. Child Development Topics:

1. Individual Differences

    a. Proposition: Children differ in their mental, emotional, social and physical characteristics.

       Implication: Each child must be understood and treated in terms of his uniqueness.

2. Principles of Development

    a. Proposition: Development is a continuous process but it is frequently characterized by spurts, plateaus, and regressions.

       Implication: Patience must be exercised in recognition of the normal rhythm of development when growth temporarily appears to cease or be reversed.

    b. Proposition: Children are not little adults.

       Implication: Adults need to avoid imposing adult standards and expectations on children who have not yet reached the level of maturity nor experience to meet them.

3. Physical Development

    a. Proposition: A child's behavior is influenced by his physical characteristics, rate of development, and body structure.

       Implication: Children who differ markedly from the norm, may exhibit symptoms which require concern, e.g., aggressiveness, feelings of inferiority, escape from physical activity for children who are small in stature and low in vitality, etc.

    b. Proposition: A child's behavior is influenced by his physical condition and nutritional status.

       Implication: Hungry, fatigued, and ill children cannot be effective learners.

4. Sex Differences

   a. Proposition: Boys tend to be more active, aggressive, and restless than girls.

      Implication: Adults need to guard against stacking the cards against boys because they fail to conform to feminine behavior patterns.

5. Emotional Development

   a. Proposition: In the face of threat, children will try to maintain a good image of themselves in a variety of ways.

      Implication: Adults need to be watchful for children who use excessive fantasy, continually make excuses, cannot face the real world, blame others, demand excessive attention, etc.

   b. Proposition: Children who are emotionally upset, have difficulty learning.

      Implication: A calm atmosphere with adults who care are essential to a good educational situation.

   c. Proposition: One of the basic needs a child has is for security, a feeling that he belongs and is accepted.

      Implication: Adults need to accept a child for what he is, emphasizing his strong points rather than his weaknesses.

6. Discipline

   a. Proposition: The best discipline is self-discipline which the child internalizes from positive examples.

      Implication: In any disciplinary action, it is important for the child to understand that it is the act that is unacceptable and not the child who is unacceptable.

b. Discipline (cont'd)

Proposition: Children need to understand clearly what is expected of them.

Implication: Adults need to be aware of the kind of impression they create and whether they have conveyed their intended meaning.

7. Mental Development

a. Proposition: Children have many different kinds of mental abilities differing within themselves and from others.

Implication: Some children have a strong number sense and less good verbal ability while some are artistic or musical and others are not. Adults need to help strengthen talents and deficiencies.

b. Proposition: Language experiences are essential to the development of intelligence; later success in school and life depend upon it.

Implication: Children need rich and varied experiences in hearing and using good language.

8. Learning

a. Proposition: Learning will be more powerful, more rapid, and more permanent under conditions of reward rather than punishment.

Implication: There are a variety of rewards that can be used to reinforce a child's achievement.

b. Proposition: Children learn more effectively when their natural curiosity is stimulated and challenged, and when they have good feelings about their ability to succeed.

Implication: Materials need to be interesting to a child presented by adults who convey a feeling of regard for the child as a person.

9. Social Development

   a. Proposition: Boys and girls have different interests and tend to prefer associations with their own sex groups.

   Implication: Adults need to respect different play interests and activity levels of boys and girls.

IX. Language Arts Curriculum -- by Edith Gaines, Goldie Lake and Norma Ringler

A. Purposes:

1. To present a survey of the elementary school language arts curriculum so that trainees can be of greater assistance to teachers in the preparation of materials, and later in re-enforcement activities.
2. To upgrade trainees' communication skills. Oral speech patterns are of great importance for adults who will, of necessity, be speech models for children in the classroom. Good manuscript and cursive writing are specific skills which can be utilized by an assistant in her work. Assistants need general reading skills higher than the children with whom they will be working so that they can answer questions about directions in workbooks, pronounce words unfamiliar to a child, etc.
3. To establish the needed foundation for additional education and greater earning potential for trainees.

B. Suggested Structure:

1. Initial diagnosis of skill levels and areas for remedial work.
    a. _Speech and oral language usage_. The speech consultant should observe and evaluate speech and language needs. She can interpret these needs to core teachers, and give suggestions for teaching methods.

    b. _Handwriting and written use of language_. During the initial interview, applicants should be asked to write a paragraph which can be used to estimate needs in these areas.

    c. _Reading_. The extreme anxiety and lack of self-confidence of adults in test situations, especially adults who apply for training programs, makes initial diagnosis difficult. Furthermore, adults with limited education frequently are not test-wise, cannot cope with the type of directions and vocabulary of standard tests until they have been given specific instruction for this. A rough estimate of reading level can be obtained in screening interviews by using such instruments as the Durrell Oral Reading Paragraphs and the Wide Range word pronunciation test. On the basis of these results, trainees should be given a standard reading test of the appropriate level. (14) This should be delayed until at least the second week of training so that hopefully the anxiety of the group would be somewhat diminished.

2. Survey of elementary language arts curriculum.

   a. Lectures and demonstrations can be used to present the material covered at each grade level. Thus each trainee can see the relationship of what is taught in her field placement classroom to the total elementary school curriculum. An understanding of the total progression and the interrelation of all phases of language arts should be developed.

   b. Workshops are excellent for demonstrations and practice in preparation of visual aids for language arts. Trainees can make attractive charts and game-like drills for use in teaching phonics, spelling and vocabulary at various grade levels. This type of workshop furnishes practical application of the manuscript printing lessons and of the design elements taught in art workshops.

   c. References: Materials used by trainees and core leaders should be those used by the school system in which the trainees are working.

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(14) CWRU trainees were given the Primary, Elementary, or Junior High level of the California Reading Test.

1) For trainees:

Basal readers and other reading texts and workbooks. A layman's summary of the elementary language arts curriculum, based on the curriculum guides used by the school system. (15)

2) For teachers:

Elementary Language Arts Curriculum Guides

Russell, David H., Reading Aids Through the Grades, Teachers College, Columbia University, New York 1938.

Russell, David H., Listening Aids Through the Grades, Teachers College, Columbia University, New York 1959.

Hay, Julie; Wingo, Charles E., Reading With Phonics, Teachers Edition, Chicago, Lippincott & Co., Revised Edition, 1960.

3. Instruction in Speech and English Usage.

a. Introduction: "A person's dialect is one of his most intimate possessions." (Raven McDonald Jr., 1964). An awareness of the personal and emotional implications of speech patterns is central to the approach to improvement in oral English. Since experienced teachers in the adult education field report that English grammar is one of the most disliked subjects among adults, it was decided at the beginning of the CWRU program to avoid formal teaching of grammar.

b. Method: Initial motivating discussions should be held, pointing out the purpose and benefits of language, and showing its changing nature. Speech differences between regions in the United States should be discussed. Throughout, teachers should demonstrate their acceptance of the person and of his speech. This creates an atmosphere in which there is no need to feel defensive about speech patterns. It helps trainees to feel that it is all right to keep their speech patterns, but also to learn new ones specifically for the job situation. Teachers should be encouraged to experiment with methods and content.

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(15) The CWRU program used a curriculum summary prepared for parents by the Cleveland Public Schools, How To Help Your Child Succeed In School. See Appendix, p. xii.

c. Evaluation of methods used by CWRU core teachers:

Most of the teachers started with informal class discussions. After students lost their initial shyness and self-consciousness, teachers began to stress a few errors in grammar and pronunciation. Throughout the training period, most teachers used regular oral reports as a practical method of speech improvement. From the frequency of their use, the oral reports could be judged one of the most successful methods. The use of a tape recorder with playback and evaluation was also used frequently. Classes with primary field placements had demonstrations and practice in reading stories to children. They also learned finger plays which could be used in the classroom.

Trainee response to the teaching of English usage was enthusiastic. They soon began showing awareness of errors by correcting each other. A wholesome atmosphere of mutual help developed. Teachers found the trainees asking for specific instruction in grammar as they went along. Some teachers gave this within the same informal structure. Others then turned to more formal workbook type of written lessons in English usage. Both methods seemed to work equally well, as gauged by teacher and student reactions. No attempt was made to test improvement in this area, but field placement teachers reported observable improvement in usage.

d. Methods used by speech consultant:

The speech consultant worked intensively with two core groups on a weekly basis. She used oral work throughout and combined all areas -- pronunciation, delivery, grammar and organization of thought. Methods included role playing of appropriate speech for different situations, oral reports with tape recordings and playback, and choral readings. She also gave demonstration lessons in pronunciation and delivery to other core groups, at the request of the core teachers.

e. Curriculum content: (This will vary with each class of adults, depending on observed needs).

1) Pronunciation -- correcting such errors as loss of final consonants and omission of medial l, n, and r., through use of lip and tongue exercises (See Appendix, p. viii) and oral reading, conversational practice, etc.

2) Delivery -- practice through choral reading, oral reports, taping and playback for correct enunciation and phrasing, volume and pitch, also posture, eye contact.

3) Organization of thought -- in oral reports stressing sequential thinking, ability to support statements made and categorizing -- relating to specifics.

4) Grammar -- parts of speech, agreement of subject and predicate, possessives, verb tense, irregular verbs, use of participles, correct use of prepositions, double negatives.

f. References for trainees and teachers:

Cleveland Public Schools, How to Help Your Child Succeed in School.

Corben, Richard and Crosby, Muriel, Language Programs for the Disadvantaged Child, N.Y., David McKay Co., 1966.

Croft, Kenneth, Reading and Word Study, Englewood Cliffs, N.J., Prentice-Hall, 1960.

Golden, Ruth, Improving Patterns of Language Usage, Wayne University Press, Detroit, 1960.

Lewis, Norman, Thirty Days to Better English, Dolphin Books, Doubleday and Co., 1966.

Mott's Adult Reading Center, Basic Language Skills, 300B, 600A, and 900A, Allied Educational Council, 5533 Woodlawn, Chicago, Illinois, 1965.

Praninskas, Jean, Rapid Review of English Grammar, Englewood Cliffs, N.J., Prentice-Hall, 1961.

U.S. Department of Health, Education and Welfare, Ways to Improve Oral Communication of Culturally Disadvantaged Youth, 1964.

Wachner, Clarence W., English III (English for Adults), N.Y., Holt, Rinehart and Winston, Inc., 1964.

4. Instruction in manuscript and cursive writing.

   a. Manuscript writing was rated one of the most essential skills by primary teachers. They use it extensively for charts and putting work on the blackboard. Most adults have no recent experience in using manuscript, and it takes daily practice for several months for students to attain the high level of skill required by primary teachers.

   Consequently, demonstrations of the entire alphabet in both capital and lower case letters should be given during the very first weeks of training by a teacher proficient in the manuscript system used in the local schools. After the entire system has been demonstrated, and each trainee's efforts evaluated, regular practice periods of 15-20 minutes a day should be scheduled for as long as needed. The use of regular manuscript paper, lined for proper height of letters, is advisable. Teachers whose students had primary placements often required written assignments to be done in manuscript, thus making the assignment do double duty. Special periods of practice on the blackboard are necessary, as the technique is somewhat different from that used for writing on paper. Our teachers constructed a 5-point rating of manuscript samples, placing them on a poster so that students could refer to it from time to time for evaluating their progress.

   b. Cursive writing is more important for students with upper elementary placements. Sometimes they may be asked to do charts with manuscript, so it may be valuable for them to attend the demonstrations. However, their regular daily practice should be in cursive writing, using the system employed in the local schools. In the beginning, teachers should demonstrate letters which are causing difficulty. Alphabet charts should be displayed prominently in classrooms. Teachers frequently used general written assignments for evaluation and correction of handwriting. Most classroom teachers will not ask an assistant to put work on the board unless her handwriting is very good. Since letters must be drawn rather than written for acceptable blackboard work, the technique needs demonstration. If time permits, regular periods of practice in writing on the board would be valuable.

5. Instruction in Written Use of English, Methods used in CWRU Program.

Most teachers correlated this closely with oral English. Some teachers required regular compositions, utilizing the various aspects of the training curriculum as subject matter. Students could thus be given individual help with grammar, sentence construction, spelling, etc. Lessons in special kinds of writing, e.g., business letters, also proved valuable. The training group reacted positively to writing as an important phase of communication. Several teachers introduced more formal lessons on sentence construction, punctuation, etc. because their students saw the need and requested help. In the remedial class, ideas were discussed first to provide more stimulation. Compositions were read aloud so students could catch their own errors.

6. Instruction in Spelling, Methods used in CWRU Program.

Poor spelling was such a uniform characteristic of our training group that all core teachers gave regular weekly lessons in spelling throughout the entire training period. Various methods of teaching were employed. The most common spelling rules were taught. Teachers found Spelling Your Way to Success by Joseph Mersand, very helpful. The presentation of the Words in Color phonic code was intended as a base for spelling instruction. Some teachers referred to it regularly to help students determine various spellings for specific sounds. This knowledge was useful in judging where in the dictionary to look for unknown words. All teachers stressed use of the dictionary to look for unknown words. Some teachers thought that consistent use of the dictionary was the most important spelling skill learned by their students, and commented on the tremendously improved spelling in regular written assignments.

Some teachers gave weekly tests of 20 to 50 words from 5th, 6th, or 7th grade spellers, stressing memorizing. Others preferred to dictate familiar paragraphs that had been read and studied. (recommended in How the French Boy Learns to Write by Rollo Walter Brown). When using this method, the teachers had trainees check their own work against the printed material, since adults should become accustomed to finding and correcting their own errors.

Regardless of what methods were used, all classes showed great improvement in spelling. The average spelling grade on the Wide Range Achievement test at the end of the program was 9.3. While no pre-test was given, the spelling errors in paragraphs written at the initial interview showed a much poorer spelling level at that time.

Spelling (cont'd)

References:

Brown, Rollo Walter, How The French Boy Learns To Write
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois

Mersand, Joseph, Spelling Your Way To Success
Barron's Educational Series, Inc.
Woodbury, New York, 1959

Spellers for various grade levels.

7. Instruction in Reading.

Since the initial reading levels in the training group ranged from 4th to 11th grade, it was impossible to have one reading curriculum. Trainees were grouped by reading level as much as possible, but each group had a two to four year span of reading achievement. Teachers were encouraged to experiment with methods and content. The majority of the group were underachievers in reading for their educational level. Our reading consultant stressed the advisability of an individualized, experimental approach, since traditional methods apparently had not been too successful with these students.

a. Skilled readers

The ten trainees who scored at 9th grade or above in reading total on the California Reading Test at the beginning of the program received little or no specific instruction in reading at their skill level. Since their reading was considered adequate for working as assistants in 5th or 6th grades, their core teachers concentrated on other areas in which their skills were not as good. They did receive the same reading lessons as other students in the same core groups -- a review of phonics, a survey of elementary reading and general assignments in reading at a 7th to 9th grade level. This was too easy a level to expect much skill improvement from this group. They actually did show a much smaller average gain in reading, .6 in total score, compared with 1.6 for the entire group.

b. Semi-skilled readers

The 37 trainees whose total reading scores were from 6th through 8th grade levels on the first test did extensive reading within these grade levels. The teaching of correct use of the dictionary and emphasis on vocabulary development were key areas in the reading instruction. The regular work done in spelling and oral reports was additional reenforcement. Words in Color as a method of phonic analysis was taught to all students at the beginning of the training session. Many students disliked it at the time, but came to see its value later on in the course. It might be advantageous to defer it until later on in the course, hoping that better understanding of its purpose would improve motivation. This multifaceted approach to reading vocabulary resulted in significant gains in this group -- an average of 2.0 in vocabulary.

For students who were weak in comprehension, teachers stressed discussions of what had been read, short quizzes, and oral and written reports based on outside reading. Reading for main ideas, to understand relationships and sequences, to recognize important details, and to locate information were stressed. Again, there was consistent use of the dictionary to clarify meaning. There were lessons in use of reference materials, and field trips to the library with demonstrations in use of the card catalog. The gain in reading comprehension in this group averaged 1.4 grades.

Instruction started with the survey of reading at the level of the trainees' field placement, then moved on to material of appropriate difficulty for skill building. Material that had been prepared especially for adult reading classes was found to be the most useful, along with carefully selected junior high books.

In line with the thesis developed by Shelley Umans in *New Trends in Reading Instruction*, emphasis was placed on specific reading skills in various content areas, e.g., social studies and science. Consequently, the brief surveys of curriculum in these areas were treated as further skill-building in reading with emphasis on the particular vocabulary and skills needed for the specific subject area.

c. *References for students*:

Basal readers for each elementary grade.

Dictionaries

Encyclopedias

Dobler, Lavinia, *Pioneers and Patriots*, Doubleday & Co., Garden City, N.Y., 1965.

Mott's Adult Reading Center, *Basic Language Skills*, 600, 900 Allied Educational Council, 5533 Woodlawn - Chicago, Illinois, 1965.

Reader's Digest Association, *Help Yourself to Improve Your Reading*, Reader's Digest Educational Services, Pleasantville, N.Y.

Reader's Digest Association, *Skill Builders*, Reader's Digest Educational Services, Pleasantville, N.Y.

Tincher, Ethel, *Success in Language* A, Unit 2- "Lend an Ear" Lafollette Publishers, 1010 W. Washington Blvd., Chicago, Ill., 1964.

Jones, Daisy M., *From Coins to Kings*, Harper & Row, N.Y., 1964

Library books selected by students.

d. *References for teachers*:

Cleveland Public Schools, Elementary Curriculum Guides.

Gattegno, C., *Words in Color*, Teacher's Manual, California Tests Bureau, Delmonte Residential Park, Monteray, California.

Russell, David H.; Karp, Etta, *Reading Aids Through the Grades*, Teachers College, Columbia University, N.Y., 1938.

Russell, David H., Listening Aids Through the Grades, Teachers College, Columbia University, N.Y., 1959.

Umans, Shelley, Design for Reading Programs, Bureau of Publications, Teachers College, Columbia University, N.Y., 1964.

Umans, Shelley, New Trends in Reading Instruction, Bureau of Publications, Teachers College, Columbia University.

e. Remedial Reading Group

Trainees whose initial reading scores ranged from 3.9 to 5.9 were given three hours a week of intensive reading instruction by a teacher skilled in teaching reading to adults. After individual conferences in which each student read a story silently, then discussed orally the written questions at the end, the teacher decided a coordinated approach of teaching speaking, reading and writing was needed. She also found that this group of students was especially poor in ability to follow written directions, although they understood and could follow the same directions when rephrased and given orally.

The first instruction was Words in Color, presented with the goals of helping students to improve in distinguishing sounds of the English language, and also to become aware of the relationship of one sound to various spellings. After introducing all vowel and consonant sounds, and using the Phonic Code Charts, the teacher read aloud short stories especially prepared to accompany Words in Color. The class then reread the story orally in chorus for practice in correct pronunciation, rapid reading, proper phrasing, etc. It was done in a group, initially, to avoid individual embarrassment.

In this class, spelling was coordinated with the total language arts instruction. The teacher dictated paragraphs which had been discussed first from the point of view of content, figures of speech, vocabulary, irregular spellings and certain grammatical constructions. This gave practice in translating what was heard into written, i.e., spelled, form.

The teacher's reading plan stressed teaching the use of reference materials which would make the students independent learners in the shortest time possible. Effective use of the dictionary was basic in her teaching. Every student had a dictionary and sometimes a thesaurus. The teacher made the transition from Words in Color and its Phonic Code Chart by introducing the diacritical marks and the key words used in the dictionary and relating them to the sounds on the Phonic Code Charts. Students practiced relating what they heard to the symbols by marking the short and long vowel sounds in a printed paragraph with diacritical marks. Then the teacher gave a step-by-step introduction to use of the dictionary. (16)

In the remedial class, the teacher gave specific reading assignments for students to prepare outside of class before reading orally to the class. These were both poetry and prose. Class evaluation of the reading and discussion of the contents then followed. The teacher also worked individually with each student, helping her to think and apply logic to what she read, to interpret it on the basis of past experiences, and to use knowledge gained in reading to modify or reinforce original ideas.

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(16) Since inadequate mastery of dictionary usage is evidently widespread, the lesson plan for use of the dictionary is given in the Appendix, p.ix.

It was most rewarding to find that the remedial group gained 2.1 grades in vocabulary and 1.8 in comprehension during the five-month program.

f. References for remedial students:

Gattegno, Charles, Words in Color Workbooks, California Tests Bureau, Delmonte Residential Park, Monteray, California.

Holt's Basic American Dictionary.

Mott's Adult Reading Center, Basic Language Skills, 300B Allied Educational Council, 5533 Woodlawn - Chicago, Ill., 1965.

Mott's Adult Reading Center, Keys to Basic Language, Series 1500 pp. 150-158, Allied Educational Council, 5533 Woodlawn - Chicago, Ill.

Mott's Adult Reading Center, Teaching Adults to Read, Series 1500 Allied Educational Council, 5533 Woodlawn - Chicago, Ill.

Self-selected reading materials.

g. References for remedial teacher:

Board of Education, City of New York, Teaching English As A New Language To Adults, Curriculum Bulletin #5, Series 1963-64.

Bond, Guy L.; and Tinker, Miles A., Reading Difficulties; Their Diagnosis and Correction, Appleton-Century-Crofts, Inc., 1957.

Henry, R. Lee., Systems For Success, Instructor's Book for Book I (revised), pp. 71-88, Follett Publishing Co., Chicago, Ill.

Mott's Adult Reading Center, Teaching Adults To Read, Series 1500 Allied Educational Council, 5533 Woodlawn - Chicago, Ill. (excellent introduction on teaching of reading).

Gattegno, Charles, Words In Color Charts and Teacher's Manual, California Tests Bureau, Delmonte Residential Park, Monteray, Calif.

Lewis, Norman, Thirty Days To Better English, Dolphin Books, Doubleday and Co., 1966.

Strang, Ruth; McCullough, Constance M.; and Traxler, Arthur, The Improvement Of Reading, McGraw-Hill Co., Series in Education, 1961, 3rd edition.

X. Social Studies Curriculum

A. Purposes:

1. To present a survey of social studies curriculum throughout the elementary grades.
2. To increase the assistants' usefulness by increasing general knowledge, and teaching specific skills such as map reading.

B. Suggested structure:

1. Students read the summary of curriculum prepared for parents in "How to Help Your Child Succeed in School." Each class discussed the social studies taught at the grade level of their field placement.
2. Demonstrations or movies on reading maps and globes, followed by ample opportunity for individual practice. A vocabulary list of geographical terms.
3. Reading to broaden knowledge in the social studies field. This might well be outside reading assignments. Oral reports are a good means for students to share what they have read. Some classes took a specific subject, such as Negro history, and did most of their reading in that area.

4. References for trainees:

Elementary social studies texts.

Cleveland Public Schools, How To Help Your Child Succeed In School.

Fairchild, Johnson E., Principles of Geography for Adults, Holt, Rinehart and Winston, New York, 1964.

Selected library books on social studies, or biographies of historical figures.

XI. Science Curriculum for Upper Elementary Grades

-- by Aralander Fendley, Science Instructor

A. Purposes:

1. To present a survey of science curriculum in upper elementary grades.
2. To increase the assistants' usefulness by broadening scientific knowledge and by teaching specific skills such as preparation of simple experiments.

B. Suggested Structure:

1. A combination of lecture, outside reading, and science experiments was used. Some oral reports were given by students, also. For each unit, students made charts, and teams were assigned to prepare experiments. Vocabulary lists were given to the students.
2. The following units might be used:

   a. The Earth in the Solar System. The approach in this unit is to begin with basic knowledge of the shape, size, composition, and forms of matter. The unit can be developed through the use of information gained from maps, charts, books, and vocabulary lists. The two large groups of things on earth -- Living Things and Non-Living Things can be examined, with the prospect of exploring them in some detail.

   b. The Importance of Plants in Man's Life. This unit could be developed by studying the ways in which plants are helpful and harmful to man, the characteristics of plants, and men of science who have worked with plants. Some experiments which might be used are:

1) Soak lentils in water to show cotyledons.

2) Place celery stalks in deep blue dyed water to show how plants drink.

3) Make leaf prints using carbon paper.

c. The Similarities and Differences Among Animals. This unit may be developed by surveying the various classifications into which the animal kingdom is divided, and comparing the levels of performance among them. It is interesting to compare man's performance to that of the rest of the animal kingdom. An interesting experiment for this unit would be one which shows why birds do not get wet. Coat a ball of paper with oil to show how it stays dry. Coat another ball of paper with powder, or leave uncoated to show how it absorbs water.

d. The Human Body and Health. The purposes of this unit are to advance understanding of the complexity of the human body, its basic structure, and the tasks it performs. The unit also includes a study of how to keep the body functioning properly. Possible experiments are:

1) Testing for the presence of starch in foods. Stir half-a teaspoon starch into a quarter glass of hot water. Allow to settle. Separate the liquid from the undissolved starch. Add a drop of iodine solution. Set the substance to be tested on white paper toweling. With a medicine dropper, drop a few drops of the iodine solution on the food. Foods containing starch will turn blue-violet in color.

2) Make an egg bounce or a bone bend. Place each in a glass of vinegar overnight. Next day, experiment by bouncing egg

from small height and bending bone. Conclusion: some common chemicals soften substances. Proper diet is important in our lives.

e. Machines. This unit shows how man uses energy to make machines work for him. The mechanics of some simple machines and how they operate are explored. Types of simple machines to study are 1) the lever, 2) the wheel and axle, 3) the pulley, and 4) an inclined plane. A machine is defined as a device used to multiply force or speed or to change the direction of a force. Newton's law of motion and the basic law of conservation of energy can be introduced.

f. Aerospace and Outer Space. The purpose of this unit is to define these terms as we understand them today, and to try to identify and understand some of the scientific activities taking place in space today. This unit might include study of the divisions of the atmosphere, a discussion of the contents of outer space, a discussion of gravity.

3. References for trainees:

Cleveland Schools, "How To Help Your Child Succeed In School".

Reader's Digest Association, Science Readers, Reader's Digest Educational Services, Pleasantville, N.Y.

Steck-Vaughn Co., Basic Science for Living, Books I and 2.

What Is It Series, What Is Energy, a Plant, an Atom, etc. Chicago, Benefic Press.

4. References for teachers:

Cleveland Schools, *Elementary Curriculum Guide for Science*.

Blough, Glenn O., and Huggett, Albert J., *Elementary School Science and How To Teach It*., New York, Dryden Press, 1951.

Craig, Gerald, *Science For The Elementary School Teacher* - 5th Edition, Waltham, Mass., Blaisdell Publishing Co., 1966.

Herbert, Don, *Mr. Wizard's Experiments For Young Scientists,* Garden City, N.Y., Doubleday, 1959.

XII. Mathematics Curriculum - by Viola Herzberg, Math Instructor

A. Purposes

1. To present a survey of elementary math curriculum, with emphasis on new concepts and methods of the "New Math". A glossary of terms currently used in elementary math was given to students.
2. Skill building in the areas in which a pre-test showed weakness. The goal was for all trainees at the completion of training to be proficient in basic math concepts and processes at least to the 7th grade level.

B. Suggested Structure

1. Initial diagnosis of skill level on the Wide Range Math test showed an average achievement level of grade 5.8 with a range from grade 4.5 to grade 8.5. The chief areas of weakness were fractions, decimals and percentages, but there were some students who had not thoroughly mastered the four basic processes.
2. Methods. Teachers found little need to deviate from methods they had used in elementary school. Math classes of 30 or 40 were considered workable by the teachers. Teachers made extensive use of concrete devices for demonstration, e.g., number lines, place value pocket charts. Not only did these aid the trainees to understand the lesson, but also gave them concrete examples of how to handle these materials if asked by their classroom teachers.

3. Instruction in Math: The math scores after six weeks (two hours a week) of instruction showed excellent progress. The average went up to 8.0, with a top score of 13.3.

   a. Primary grades. This curriculum was presented in survey fashion, since all trainees were achieving at least at a fourth grade level. (1) Teachers did teach the concepts of place value, re-grouping, and sets in detail, since they are new to the elementary curriculum. Symbols for inequalities were introduced. Students were asked to learn the glossary of new terms, as a special vocabulary which they would be called upon to use in math.

   b. Upper elementary grades. The essentials of the curriculum covered in fourth through sixth grades were taught in as much detail as the time allowed (10 to 12 - one hour sessions). Worksheets of problems were assigned as outside work for each lesson. Students worked in teams of two, checking each other's work.

      1) Reading large numbers--a review of place value with practice in expanding (or renaming) numbers, and use of the comma.

      2) Addition of large numbers. This unit began with an addition fact test, reviewed re-grouping, and stressed its use in column addition. Students were shown how to look for tens, and to line up decimal points. Checking answers was stressed.

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(1) See excerpts from "Help Your Child Succeed in School", Appendix, p. xv.

3) Subtraction of large numbers. A subtraction fact test was given first. Re-grouping in the subtraction process was reviewed. Students were taught to check answers by adding the difference to the subtrahend. Special demonstrations were given of problems with zeros.

4) Thought problems. A process for solving thought problems was presented to students: a) read problem carefully and follow directions, b) ask yourself what facts are given, c) what are you to find out?, d) what operation will you use to solve the problem?, e) do the computation and check your work, f) record and label your work.

5) Multiplication. A multiplication fact test was given first.

   a) The meaning of multiplication -- repeated addition -- was discussed. The concrete example of an array was presented as a help to understanding multiplication.

   b) The parts of a multiplication problem were shown to the class -- multiplicand, multiplier and product.

   c) The following properties of multiplication were presented:

      1) commutative -- the order of the factors does not affect the product.

      2) associative -- the grouping of the factors does not affect the product.

3) distributive -- the product of a number times a sum is the same as the products of the number times the separate addends.

4) Re-grouping in multiplication was demonstrated, and special examples were shown of zeros in problems, multiplying by 10, by 100, etc.

6) Division. A division fact test was given first.

a) The meaning of division was explained in the following ways: finding the missing factor in multiplication, a process of repeated subtraction (the opposite of multiplication), or partitioning an array. Problems in subtractive division were given so that students would be familiar with this process when encountered in elementary classes.

b) Long division -- traditional method. The process of dividing the divisor into the dividend was demonstrated step by step. The following method of checking answers was taught; multiply the divisor by the quotient and add the remainder to get the dividend.

7) Fractional numbers.

a) the meaning of fractional numbers was presented as equal parts of a set, equal parts of a whole, or as a division problem.

b) Definitions from the glossary of terms were presented and illustrations given, e.g., denominator numerator, unlike, proper and improper fractions.

c) Changing improper fractions to mixed numbers was demonstrated and problems given.

d) Reduction of fractions to lowest terms. Pie charts were used to show the different ways of naming the same fractional amount. Illustrations lead to the generalization that if both terms of a fraction are divided by the same number, the resulting fraction is equivalent to the original fraction. Students were shown how to find the greatest common factor to divide into a fraction.

e) Addition of fractional numbers with like denominators was demonstrated and problems given.

f) Substraction of fractional numbers with like denominators was demonstrated, showing how to regroup with fractions and stressing that numerators only are subtracted.

g) Addition of fractions with un-like denominators was demonstrated, stressing that denominators must be the same in order to add, and demonstrating methods of obtaining the least common denominator. Similarly, subtraction of fractions with un-like denominators was demonstrated.

h) Multiplication of fractions was demonstrated in several forms such as a fraction times a whole number, a whole number times a mixed number, and a fraction times a fraction, stressing that the numerators are multiplied and also the denominators.

i) Division of fractions was demonstrated first with pie charts. A reciprocal was defined (when the product of two factors is 1, each of the factors is called a reciprocal of the other), and a demonstration given of the process of inverting the divisor and multiplying. Dividing a whole number by a fraction was demonstrated with a pie chart, asking the question, "How many parts will there be?"

8) Decimals

a) Demonstrations were given to show that decimals are another way of expressing a common fraction.

b) Demonstrations were given on the reading of decimals, and their place value (read in the opposite direction from whole numbers -- tenths, hundreds, thousandths read from left to right at the right of the decimal point).

c) Addition, subtraction, multiplication and division of decimals were demonstrated, stressing the proper placing of the decimal point in each process.

4. References:

Cleveland Public Schools, Help Your Child Succeed in School October, 1963.

Cleveland Public Schools, Primary Mathematics Teacher's Guide

Cleveland Public Schools, Upper Elementary Mathematics Teacher's Guide.

CASE WESTERN RESERVE UNIVERSITY
Cleveland College

Movies Recommended for Training Teacher Assistants

Curriculum Area	Title	Produced By
Art	The Beginning of Picture Making	Crawley Films Ltd.
Art	Creating Instructional Materials	Canada; McGraw Hill
Art	Design for Growing	Cleveland Public Schools
Child Development	A Desk for Billie	National Education Assoc.
Child Development	Palmour Street	Distributed by Modern Talking Picture Service.
Child Development	Portrait of a Disadvantaged Child	Vision Assoc; McGraw Hill
Child Development	From Sociable Six to Noisy Nine	McGraw Hill
Child Development	From Ten to Twelve	McGraw Hill
Classroom Management	Children Without	National Education Assoc.
Classroom Management	The Hickory Stick	NEA and Mental Health Film Board
Classroom Management	Portrait of an Inner City School	Vision Assoc; McGraw Hill
Classroom Management	Skippy and the Three R's	National Education Assoc.
Classroom Management	They All Learn to Read	Syracuse University-AV Center
Classroom Tasks	Chalk and Chalkboards	Bailey Films

CASE WESTERN RESERVE UNIVERSITY
CLEVELAND COLLEGE

Classroom Tasks for which Teacher Assistants will Receive Training

Classroom teachers are responsible for assigning specific duties to trainees during their field placement.

Approximate time when these topics will be taught in the course are designated below.

First Month

1. Keeping of attendance records
2. Being responsible for collection of milk money
3. Distribution of books and materials for sessions
4. Cleaning and lining blackboards
5. Arranging supplies on shelves. Arranging and distributing books, manuals and worksheets
6. Securing supplies from office needed for session, such as books, paper, worksheets, etc. (under direction of teacher)
7. Securing visual aids and other material needed for session
8. Alphabetizing cards, records, etc.
9. Keeping progress charts up to date
10. Helping maintain records
11. Making master sheets for hectograph under teacher's direction; Running off hectographed materials
12. Assisting with ruling for charts, graphs, making calendars; Writing work on board under teacher's direction

Second Month

13. Operating movie and slide projectors, record player, etc.
14. Setting up displays of materials, cutting out letters, etc.
15. Assisting with arrangements for bulletin boards

Third Month

16. Supervising cloakroom and seeing to it that children are ready for classwork
17. Supervising toilet periods
18. Assisting in control of classes, movement of classes, etc.

Fourth and Fifth Month

19. Helping prepare for science experiments
20. Assisting groups doing bell-time activities to see if following teachers' directions
21. Checking of papers assigned for homework
22. Checking of seatwork, notebooks, spelling, etc. for teacher
23. Acting as proctor for tests or supervising seatwork activities

TEACHER ASSISTANT TRAINING PROGRAM

Role Relationships

As a teacher assistant trainee, you need to know exactly what is your job and what is your relationship to each staff member in the school.

Your core group leader will discuss all these relationships with you. Ask yourself the following questions. If you do not know the answers, ask your core leader to explain.

1) What is my relationship with the principal of the school?
How am I going to behave with him or her?

2) What is my relationship with my classroom teacher?
What are her responsibilities?
What are my responsibilities?

3) What is my relationship with other teachers in the building?
What privileges do I have so far as use of the lunch room and lounge are concerned?

4) What is my relationship with the office staff?

5) What is my relationship with the maintenance staff?

6) What is my relationship with the children in the class?

I am not a parent to them
I am not a teacher
I am not another child
How can I interact with them so as to maintain a responsible adult role?
How can I react impartially so children do not feel I have favorites or that I pick on anyone?
How should I react to children of different ages?

7) What are the professional ethics of my job?
Will I have confidential information which I should not discuss with anyone except my classroom teacher?

Role of the Aide in Assisting in Art Classes

I. Attitudes toward child art

   A. Aide should know the child's developmental level.

   B. Aide should accept child's art at this level -- not to be judged as poor adult performance.

   C. Help maintain an open atmosphere where experimentation is both acceptable and encouraged.

   D. Product to be seen only as part of the art experience -- all sincere efforts to be valued.

II. Classroom art activities for aides

   A. Care of materials

      1. Brushes washed - (in cool water, stored with handles down and bristles up).
      2. Paints - rims of containers wiped clean, lids tightly fastened.
      3. Clay - stored in air-tight containers to delay drying.
      4. All unused materials to be returned to proper storage areas.
      5. Paste - retrieve unused paste and store in air-tight containers.
      6. Count and store scissors, rulers, etc.

   B. Issuing of materials

      1. Prepare all needed materials in advance of lesson.
      2. Place art materials in easily accessible area.
      3. Aid in issuing of art supplies to keep student waiting time at a minimum.
      4. Use student aid where possible to increase speed of distribution.

   C. Clean-up

      1. Collect and store unused materials for future use.
      2. Clean soiled work surfaces.
      3. Store and preserve student work in progress.
      4. See that children's hands are cleaned.
      5. See that aprons or work shirts are removed and stored.

   D. Care of student work

      1. Student art work should be handled with care and respect.
      2. Student art work should be identified by name and class.
      3. All sincere children's efforts should be displayed when displays are mounted.

E. Bulletin Boards

1. Aide can assist classroom teacher by preparing attractive bulletin boards as an aid to teaching.
2. Aide can mount bulletin board displays of student work.
3. Can supervise student-designed bulletin board displays.

F. General aesthetic atmosphere of classroom

1. Organize books and schoolroom objects to enhance appearance of classroom.
2. Communication of aesthetic awareness, both in and out of classroom, to be conveyed to children.
3. Enrichment of aesthetic classroom environment with objects and pictures.

GUIDELINES FOR MEANINGFUL OBSERVATION

A. Physical Environment of Classroom

1. Describe the furniture arrangement in the room.
2. Where is the chalkboard in relation to the seating arrangement?
3. Where is the thermometer located? How can the temperature be adjusted? Can shades or drapes be used to control sunlight? What adjustments does the teacher make for the physical comfort of the children?
4. Where are the following supplies kept? Record forms, office supplies such as paper and pencils, chalk, erasers, chalk-liner, workbooks, supplementary books.

B. Schedule and Routines

1. What is the teacher's daily schedule? Write it out, showing approximately how much time is spent for each subject.
2. Make a list of the routine duties your teacher has and note how she does them. How could an assistant help with these?
3. What procedures and building rules are involved in the following? Cloakroom before school and at dismissal time, toilet periods, drinks of water, class going to library, class going to gym.

C. Intellectual Environment

1. How do you think the children feel about each other and about the teacher? (friendly, helpful, respectful, unkind, disinterested, bored, disgusted, eager, interested).
2. List the tools the teacher uses to help the children to learn. (Such as books, charts, etc.)
3. List the audio-visual aids which are not kept in the room (movie-projector, record player, etc.). Where are these items kept? What is the procedure for checking them out?

D. Learning About Children

1. What age are most of the children in your class?
2. Write a short description of the class -- what they like to do as a group, what they don't like, what you like about them.
3. List differences you have observed between boys and girls in this class in activities, interests, general behavior.
4. Describe one child in as much detail as you can -- appearance, manner, relationships with children, relationship with teacher, likes and dislikes, interest in school work, etc.

E. Methods of Handling Children

1. Describe the way in which the teacher gives directions to the class. Describe her tone of voice, manner, etc. Does she usually tell the class what to do, or what not to do? Are the directions short or long?
2. How do the children respond when the teacher gives directions?
3. What does the teacher do with behavior problems? Make a list of the way she handles various discipline problems.
4. What does the teacher do to prevent undesirable behavior (e.g. changing seating arrangement of two children)?

F. The Teacher At Work

1. Carefully study the way the teacher works with children. Describe her manner with children, voice, movements in the classroom, and personal contacts with children.
2. How does the teacher plan her work for all ability levels?
3. Make a list of group activities and a list of individual activities which the teacher plans for the class.
4. List ways in which the teacher captures the interest of the children in the work assigned.
5. How does the teacher get the children to follow through with an assigned task?
6. How does the teacher work with children who have special problems or disabilities?

EXERCISES FOR LIP AND TONGUE

Lip Exercises

1. Protrude lips in a puckered position -- oo --.
2. Slowly with vigorous lip action -- spread the lips to -- ee.
3. Say -- ah --.
4. Repeat the oo -- ee -- ah -- oo -- ee -- rearranging the order.

Tongue Exercises

1. Protrude the tongue, stretching the tongue as far out as possible and pointing the tip. Retract it.
2. Try touching the nose with the tip of the tongue.
3. Try touching the chin with the tip of the tongue.
4. Using the tip of the tongue, lick the lips with a circular motion making a complete circle and reaching as high above and below the lip as possible.
5. Place the tongue between the gum and the fleshy part of the lip, moving it about with a circular motion.
6. Move the tongue from the fleshy part of one cheek to the other laterally.
7. Place the tip of the tongue behind the lower teeth. Lift the back of the tongue, massaging the soft palate.
8. Place the tip of the tongue on the hard palate, massaging it.
9. Place the tip of the tongue behind the upper teeth, alternately widening and narrowing the tongue blade.
10. Relax the tongue on the floor of the mouth.

USE OF THE DICTIONARY

1. Every student was given her own dictionary to use and to take home if she so desired. Knowledge of the use of the dictionary is one of the most important skills that was imparted. It is unfortunately taken for granted that most people know how to use a dictionary but the opposite is true. Every step of the way must be shown and practiced under guidance frequently.

    a. How to find a word quickly

        1) Have the entire class open the dictionary in half. Note on the board the letter of the alphabet found there. Divide the first half of the book in half. Note on the board the letters found there. Do the same with the last half. Now the dictionary has been divided into fourths and the letters of the alphabet marked on the board for each fourth. Give practice in saying a word and having the students find the word in the four segments of the dictionary. Let them raise their hands as soon as they have found the word. They should be allowed to help each other. Point out the guide words at the top of each page. When everyone can find the words quickly without riffling through the dictionary, then go on to the next step. This practice should be done with simple words for which the spelling is known.

    b. Call attention to entry words and examine key to pronunciation. It is well to have a variety of dictionaries in use to show differences in dictionaries depending on editor's inclinations and organization -- helps make students aware that dictionaries are not ordained from above.

Put a word on the board. Use the key to figure out how the word is pronounced. This was very difficult for the aides to work out and an overhead projector would have been a valuable aid here.

c. Understanding accent marks and syllables

1) Write well-known but often mispronounced word on board -- like theater -- theatre.

Ask students how they pronounce it: the a' ter; the' a ter; the' ter.

Have class check with dictionary for correct pronunciation.

It may be necessary to clap on the syllable that has the accent mark. A word with an unfamiliar pronunciation must be used over and over until the class gets the rhythm of it. Then use it in a sentence.

2) Extend the word.

a) Every time a word is looked up, ask for another word with that word in it. (ex.) theater, theatrical, theatrically, etc. (It is not absolutely necessary to point out the part of speech it becomes, but it can be mentioned in passing or discussed if someone raises the question. But all the new words should be used in sentences and checked in the dictionary if there is a question of its usage.

The students are pleased to find they know so many words and start examining the dictionary to find more words which contain the original word.

b) Meaning -- Now read everything that follows the entry word and explain.

Read the definitions together.

1) Usually definitions use words that also must be defined before the meaning of the word in question is clear. Look up these words until definition is clear. I found that I had to follow through on all these details, that it represented quite a struggle for the students to use the dictionary and if they aren't helped with each step, they become discouraged and won't use the dictionary. But when they succeed, they are delighted and use the dictionary on all occasions.

c) Talk about "connotation" and "denotation" of a word.

1) Have class check dictionaries for meanings.

2) Relate importance to understanding what is read.

CASE WESTERN RESERVE UNIVERSITY
Cleveland College

Teacher Assistant Training Program

LANGUAGE ARTS CURRICULUM - PRIMARY GRADES

(Reprinted from "Help Your Child Succeed in School", October, 1963)

FIRST GRADE . . . Printed Words Have Names and Meanings

In the first grade your child begins to call printed words by their names and understand their meaning. His success now is vital because attitudes about reading are formed that will help or hinder his future progress.

It is to be expected that different children will begin to read at different times.

In Cleveland, first grade reading is taught by a combination of methods. They are the whole word approach, phonetic approach and sentence approach. Pictures in beginning books give children clues that help them identify words.

Materials used include reading-readiness books, a series of one-sentence reading charts, a set of phonics charts, pre-primers, primers and first reader books.

Children are divided into groups for reading instruction. Each group moves at a different pace. Grouping is flexible and children may move from one group to another in accordance with their reading performance.

First grade reading experiences should enable your child to use phonics to attack some new words, to recognize by sight some words that are unphonetic, as was (wuz) and of (uv), to read silently with understanding, and to read orally with expression from the required books for grade one.

Some children are not ready for formal reading. They continue reading-readiness activities started in kindergarten and work with individual reading-readiness workbooks. A pre-reading test determines when they are ready for the next reading step.

Most children begin reading with a series of reading charts developed in story form by the teacher and children. Each chart contains one sentence made up of four or five basic words needed for reading the first two pre-primers.

Reading charts provide a take-off point for the introduction of phonics. After your child learns a word, like Father, he is ready for work on the initial consonant F-f.

Since phonetics is the science of sounds, it is necessary to give him many opportunities to hear the sound of letters in words.

A phonics chart is made with children making pictures to illustrate words that begin with the sound of f, as fan, five, feather, fence and four. They are trained to use their eyes to see the letter f at the beginning of printed words in their pre-primers. These new words are printed on the phonics charts.

Initial consonant sounds taught with key words are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, y and z. Both capital and small letters are used on phonics charts. Special consonant sounds of wh, sh, ch, and th, are also learned.

SECOND GRADE . . . Unlocks Words

Second graders make great strides in reading. They possess a reading vocabulary of meaningful words, have acquired phonics skills that help attack new words and they know the purpose of reading is to secure meaning from a printed page.

They learn to unlock pronunciation of words with more ease, read silently with comprehension, read a broader range of material and develop an interest in reading library books

Emphasis is placed on word recognition. Children unlock pronunciation of new words by using more phonetic and structural clues. They learn to "figure out" pronunciation and meaning of an unknown word surrounded by familiar words.

In the phonics program pupils are introduced to consonant blends like br, bl, st, sn, thr, qu, sk, spr, sw, and tw. Key words help them recall a word that begins with a blend, as bl-blocks.

Rhyming ends of words are also taught. They include spelling patterns like ar, ake and own. By combining consonants or blends with these ryming ends, children have the power to make new words like bar, star, car, far or cake, make, shake.

Long and short sounds of vowels a, e, i, o and u are taught. Vowel combinations include ai, ay, ea, ee and oa. Children learn that the first vowel usually does the "talking" when vowels come together in a word: rain, play, meat. The second vowel is silent.

Word structure is also taught. They learn the root word can be changed adding the suffixes ly, y, er or est to words: sweetly, sleepy, greater, greatest.

THIRD GRADE . . . Longer Stories

Third graders' basal reader stories are longer and include more ideas. His ability to analyze the meaning of sentences is extended to paragraphs. He learns to grasp suggested meaning of figurative expression, like "Jane's eyes danced with delight." The teacher leads the children to note that words do not always mean exactly "what they say."

Independent study skills required for progress in upper elementary grades are learned.

There is more time for independent silent reading. The third grader reads to find answers to questions about details, main ideas, sequence and inference.

In phonics your child uses vowel rules to help him establish sounds for vowel letters. He learns that in words like flash and calf where there is only one vowel followed by a consonant, the vowel sound is usually short.

Sounds of vowel letter teams oo, ow, ou, au, oy, and oi are taught as well as the sounds of vowels that are combined with r, as ar, er, ir, or and ur.

The changing structure of words is studied in this grade. Pupils learn that a word like polite is a root word. Adding the prefix im changes the word to impolite. Adding the suffix ness makes the word impoliteness. Other prefixes taught are un, dis, re, ex, pre, in and en; suffixes include less, ly, y, ful and en.

Compound words like anywhere and railroad are introduced and they learn to look for the two words that make up compound words.

Many plural words are used so they understand singular and plural forms of words like girl-girls, dish-dishes, baby-babies and knife-knives.

Beginning dictionary skills are taught in this grade. Children learn to arrange words in alphabetical order using first letters.

Toward the end of third grade, children take a standardized reading achievement test. Scores indicate the readiness of each pupil for work in upper elementary grades.

CASE WESTERN RESERVE UNIVERSITY
Cleveland College

Teacher Assistant Training Program

MATHEMATICS CURRICULUM - PRIMARY GRADES

(Reprinted from "Help Your Child Succeed in School" October, 1963)

FIRST GRADE . . . Addition and subtraction put numbers to work

First graders are ready and anxious to put the numbers they learned in kindergarten to work.

They discover that 3+2=5 by counting objects, such as a set of three books and a set of two books. Cut-outs on a flannel board and magnetized objects on a magnetic board -- are also used to develop addition facts. Both vertical

$$\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array}$$

and equation (3+2=5) forms are used in writing facts.

They learn that reversing two numbers that are added does not change the sum, for example, 3+2=5 2+3=5.

First graders are expected to know (master) addition facts that have sums up to six.

Relationship between addition and subtraction is developed. Children are expected to learn subtraction facts that have minuends up to six. (Minuend is the number from which another number is subtracted. In example, 6 - 4, 6 is the minuend.)

When they are given word problems to solve, children see the need for knowing addition and subtraction facts.

First graders learn one-to-one correspondence. Example: Matching one child with one desk.

One key to understanding arithmetic is an understanding of place value -- each digit in a number has a value because of the place that it holds in the number. Example: 135 means 1 hundred, 3 tens, and 5 ones. First graders learn this by using the abacus and place value charts.

During the first grade, children also learn:

- To count by ones to 150.
- To count by twos to 50.
- To count by fives to 100.
- To count by tens to 100.
- To understand and use ordinals through tenth.
- To understand and use the fraction $\frac{1}{4}$.
- To know and write their address, phone number, and birthday.
- To understand the meaning (place value) of numbers to 150.

CASE WESTERN RESERVE UNIVERSITY
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MATHEMATICS CURRICULUM - PRIMARY GRADES

(Reprinted from "Help Your Child Succeed in School" October, 1963)

FIRST GRADE (Cont'd) . . . Addition and subtraction put numbers to work

During the first grade, children also learn: (cont'd)

- To tell time to the hour and half-hour.
- To make change from a dime.
- To be able to measure to the yard, foot and inch.

SECOND GRADE . . . Inequalities, word problems and number frames.

By the end of the second grade, they have developed and memorized all 100 addition facts (through sums of 18) and all 100 subtraction facts (through minuends of 18).

Second graders learn to add three addends that have two and three digit numbers. Example: 206+25+198=

In subtraction, they are expected to subtract three digit numbers from three digit numbers. Example: 536 - 269 =

The importance of checking is stressed in both addition and subtraction problems.

Word problems that require use of addition and subtraction are solved.

The concept of inequalities is introduced and symbols for inequalities are used. The symbol $>$ is read "is greater than." Example: $7>4$ is read " seven is greater than four." The symbol $<$ is read "is less than." Example: $4<7$ is read "four is less than seven."

Number frames in which they write the correct answer are used:
Example $3 + 5 = \boxed{8}$

Other goals that second grade children are expected to reach are:

- To increase counting by two to 100.
- To understand and use units of liquid measure - cup, pint, quart.
- To review names of common geometric shapes -- triangle, square, rectangle, circle, cube, sphere, cylinder.
- To extend use of ordinal numbers through thirty-first.
- To understand place value of numbers to 999.

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MATHEMATICS CURRICULUM - PRIMARY GRADES

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SECOND GRADE. . . Inequalities, word problems and number frames

- To read and write Roman numerals I to V
- To know the meaning of the fraction 1/3
- To tell time on clock to five-minute period.

THIRD GRADE. . . Multiplication

Third graders begin with a review of the 100 addition and 100 substraction facts. The ability to add and subtract is extended to larger numbers.

Multiplication and division of whole numbers is started. They learn that multiplication is a short way of adding when all numbers are the same. Division is a short way of subtracting numbers that are the same.

Emphasis is placed on the fact that multiplication is the opposite of division. Also, both operations are related. For example, 3 x 2 = 6; 6 ÷ 2 = 3. The same three numbers (2, 3, 6) are used in both cases.

It is important that children learn that reversing the order of any two numbers multiplied does not affect the "product" (answer to a multiplication problem). Examples: 4 x 3 = 12; 3 x 4 = 12.

Classification of numbers as even or odd is begun in this grade.

Finding the answer to word problems now includes the use of multiplication and division. The equation form is used in solving many problems.

Estimating answers to problems before working them out is encouraged. This is a check on the reasonableness of the final answer.

Reading bar graphs (both horizontal and vertical), telling time to the minute and using the ruler to measure to the quarter-inch are part of the third grade math.

A standardized test is given towards the end of the school year. This test makes possible a comparison of arithmetic achievement of Cleveland Public School children with arithmetic achievement of third grade children throughout the nation.